

Murroes Primary School



Updated February 2024

This document is available in alternative formats, on request
(Please contact the school office)

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CONTACT DETAILS

Murroes Primary School

Murroes, Duntrune, Dundee DD4 0PL

01382 768118

E-mail: murroes@angusschools.org.uk

School blog: <https://blogs.glowscotland.org.uk/an/murroesprimaryschool/>

Head Teacher: Miss Amanda McKenzie

Nursery, P1/2, P2/3, P4/5, P5/6 P7

School Roll: 107 School and 19 Nursery = 126

Non-Denominational and Non Gaelic Language teaching

Parent Council Chair – Aimi Meyer

Primary P1-7

Morning interval : 10.30-10.50am

Lunch : 12.30-1.30pm

Nursery

9.00 – 3.00pm

VISITS OF PROSPECTIVE PARENTS

[Choosing a school: a guide for parents \(Scottish Government\)](#)

Once your child has been allocated a place we will invite you to meet the staff and children, find out more about the curriculum and share information about your child.

SCHOOL UNIFORM

Navy jumper (Crew & V-neck) and cardigans

Grey trousers or skirt/pinafore

White shirt and school tie **or** white polo shirt

Black shoes

Murroes book bags

Murroes waterproof reversible jackets (optional)

Gym Kit (This should be in school every day)

White polo shirt/ T shirt

Navy shorts

Gym shoes

Murroes School Badge



All school clothing, with the school badge can be ordered online at:

<https://www.border-embroideries.co.uk/>

<https://www.schoolwearmadeeasy.com/>

<https://myclothing.com/murroes-primary-school/8565.school>

All clothing brought to school should be named or marked in some way, as it is difficult for children to distinguish their own clothing from others.

School Equipment

- All pupils can bring their own equipment in a pencil case if they wish but the school will provide pencils, rulers, pens etc
- A school book bag for carrying homework, reading books, letters and bus passes. (No toys, drinks or food should be kept in these bags.)
- A school bag for all other items

PARENTAL CONCERNS

Parents should contact the school if they have a cause for concern. It is our wish to deal with all matters as early as possible preventing them from growing into significant concerns. Please contact your child's class teacher in the first instance or if you would prefer to discuss the issue with the Head Teacher, please contact Miss McKenzie, via the school office.

The staff will listen to your concern, investigate where necessary or appropriate and agree a way forward with you.

If you have a concern please contact the school as soon as you can so that we can deal with all issues as soon as possible. You should contact your child's class teacher in the first instance. However, if you would prefer to discuss the issue with a member of the management team please contact:

- Miss McKenzie
- Mrs Donald

THE COMPLAINTS PROCEDURE

[Angus Council complaints procedure](#)

Parents may ask to speak to the Head Teacher at any time if they are concerned about any matter relating to their child. They can also make appointments to speak to class teachers.

If you have a concern about a pupil, the designated Child Protection Officer is:
Miss McKenzie, Head Teacher.

PARENTAL INVOLVEMENT

BECOMING INVOLVED IN SCHOOL

The school values the important part that parents play in their children's education and sees partnership with parents as an effective way of enhancing children's achievements and promoting better school ethos and communication.

Opportunities for Parental Involvement:

During the school day:

- Helping in the nursery class
- Art/Craft activities
- Sharing knowledge and expertise in some aspect of the curriculum, e.g. topic talk, history, science, health
- Practical activities in science, maths, social subjects, health education (e.g. first aid) or technology
- Reading stories to groups of children, playing reading/phonics games
- Supervising board games
- Teaching playground games
- Running or assisting at a Lunch Club
- Supporting educational visits/trips
- School concerts – making costumes, props, supervision of children
- Road safety – Cycle Training

Out with the school day:

- Fundraising events
- Trips e.g. sporting events, concerts
- Extra-curricular activities e.g. coaching, sports/art clubs/country dancing/school grounds – maintenance of outdoor areas

If you wish to be a regular parent helper, PVG (Protecting Vulnerable Groups) checks have to be completed. Please discuss this with staff.

All parents are invited to attend two Parents Evenings throughout the year. At these meetings parents will have the opportunity to meet their child's class teacher for a 10-minute learner led conference and for both teacher and child to share their child's progress. This is also an opportunity for parents to hear how they can best support their child's learning. Parents are also encouraged to look at their child's work. Parents are asked to support their child as appropriate in the completion of homework tasks as advised by the school.

SCHOOL ETHOS

At Murroes Primary School, we work as a community to create an ethos where everyone feels they are included, they belong and are cared for. We want our children to become responsible and successful citizens. We are committed to creating an engaging and empowering climate for learning.

Our Relationship and Learning Policy has a strong focus on positive behaviour and intrinsic

motivation. It focuses on strong and solid relationships and a Restorative Approach. Building strong relationships is at the heart of everything we do at Murroes and we believe this goes hand in hand with learning. It is something we pride ourselves on and strive to continuously develop.

Our core values of Kind, Respect, Honest and Safe underpin all that we do in the school.

In our school we are committed to providing appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values through both the ethos and the curriculum. This will be undertaken in partnership with parents and will take account of the individual needs of pupils and the views of parents.

Our school welcomes and encourages diversity and individuality, while emphasizing our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of our school that all who are involved in the life of our school have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others. We implement the Council policy for Equal Opportunities and Racial equality and ensure that all pupils have access to the full range of educational experiences available within the resources of the school. We are firmly committed to the elimination of any form of discrimination on the grounds of race, religion, gender or disability.

Relationships are central to positive behaviour. Across the school community relationships are positive and supportive and there is a strong sense of community, shared values and high expectations. All staff understand and accept that the responsibility for promoting and developing positive relationships with children lies with them.

All members of staff model high standards of behaviour. Through our conduct we demonstrate how we establish and maintain positive relationships and deal with challenging situations when they arise.

We believe that positive behaviour is promoted by the solid relationships we build between; pupils and staff and between staff and families.

SCHOOL AND COMMUNITY LINKS

Murroes Primary School is an integral part of the Monifieth cluster. Children develop skills and learn to be better citizens as they engage with and support the work of the local community. Our pupils participate in community events and competitions organised by the church, Rotary Club and they participate in sporting and cultural events.

POSITIVE BEHAVIOUR MANAGEMENT

Good behaviour is essential to good learning. The general aim of the school is to provide an atmosphere of mutual respect and collective responsibility. Pupils, parents and staff all have an important part to play in this. Our Murroes Vision, Values and Aims play a huge part in promoting positive behaviour. Our aims are:

- We will be kind, helpful and caring.
- We will be honest and take responsibility for our own behaviour.
- We will show good manners and respect our school, ourselves and each other.

- We will feel safe and know that there is always someone to help us.

We use Restorative Practices in our conversations with pupils when resolving conflict or disagreements.

Each class is encouraged to consolidate positive behaviour through a variety of different strategies which include:

- Making daily reference to the school's Vision, Values and Aims
- Circle Time sessions
- Health and Wellbeing lessons
- Assemblies
- Well organised school routines
- High expectations and consistency from all staff
- Specific support for those experiencing barriers to learning
- Communication with parents through Class Dojo
- Everyone being involved

Our Principles

- Clear expectations of behaviour for all stakeholders.
- A calm, safe, predictable environment.
- Wellbeing is promoted implicitly through lived values and attitudes.
- Wellbeing is promoted explicitly through curriculum.
- Mental ill health is not stigmatised.
- All staff understand behaviour as communication.
- Scope in the behaviour policy to allow for behaviours that might be the result of ACES or emotional difficulties.
- Clear pathways of identification and referral for children and young people, both internally and to specialist services.
- Families, outside agencies and the wider community are proactively engaged in the life of the school.

Useful link to - [Angus Council anti-bullying policy](#)

CELEBRATING ACHIEVEMENT

Children work hardest when they know their work will be appreciated and praised appropriately. All staff encourage pupils at all times and in all activities to give their best.

The whole school celebrates achievement both within and outwith school on a weekly basis through recognition at assemblies. We also post this on our whole school Class Dojo page for all our families to see and comment on. We have an 'Achievement Wall' in the school office area.

EXTRA-CURRICULAR ACTIVITIES

There are a range of extra-curricular activities available for your child to participate in, these include:

- Active Schools Clubs (at certain times of the year)
- Learning Committee
- Football Team
- Choir
- Glee club
- Cross Country

PUPIL COUNCIL

There is an active Pupil Learning Council at Murroes Primary School which includes representatives from classes P1 to P7. The Learning Council members volunteer at the beginning of session and they hold office for the duration of one year. Throughout the year they will meet weekly with the Principal Teacher. They will be involved in taking forward school improvement priorities and addressing emerging issues as they occur.

LEARNING OPPORTUNITIES

Murroes is a Visible Learning School (based on the work of researcher John Hattie) and we promote this style of learning across all classes.

Children are supported to become 'assessment capable learners' which means they will be able to explain their strengths and areas for development in learning. Children are encouraged to give and receive feedback to help them move forward in their learning. We promote creativity and try to make learning as fun and as active as possible. Staff are caring and highly effective teachers and they provide, in consultation with pupils, a rich and engaging learning experience for all children.

THE PUPILS AND PARENTS VOICE

Open Afternoons/Events

There have been various events held when parents have been invited into school to celebrate success, learn more about learning happening in school and join in/ support their child's learning

Parents Evening and Reports

This is an informative and valuable interaction between parents, teachers and pupils concerning the progress of their child's learning and all round development. Parents are encouraged to engage in a two-way process with the teaching staff to ensure that their child is receiving an educational package to meet their individual needs.

Assessment

Progress reports are sent to parents annually and parents' evenings are held twice a year so that parents may discuss their children's progress personally. Pupil Folios track learning targets and focus on next steps. Formative assessment strategies are used daily and we participate in Scottish Standardised National Assessments as well as GL Reading Assessments.

Calendar

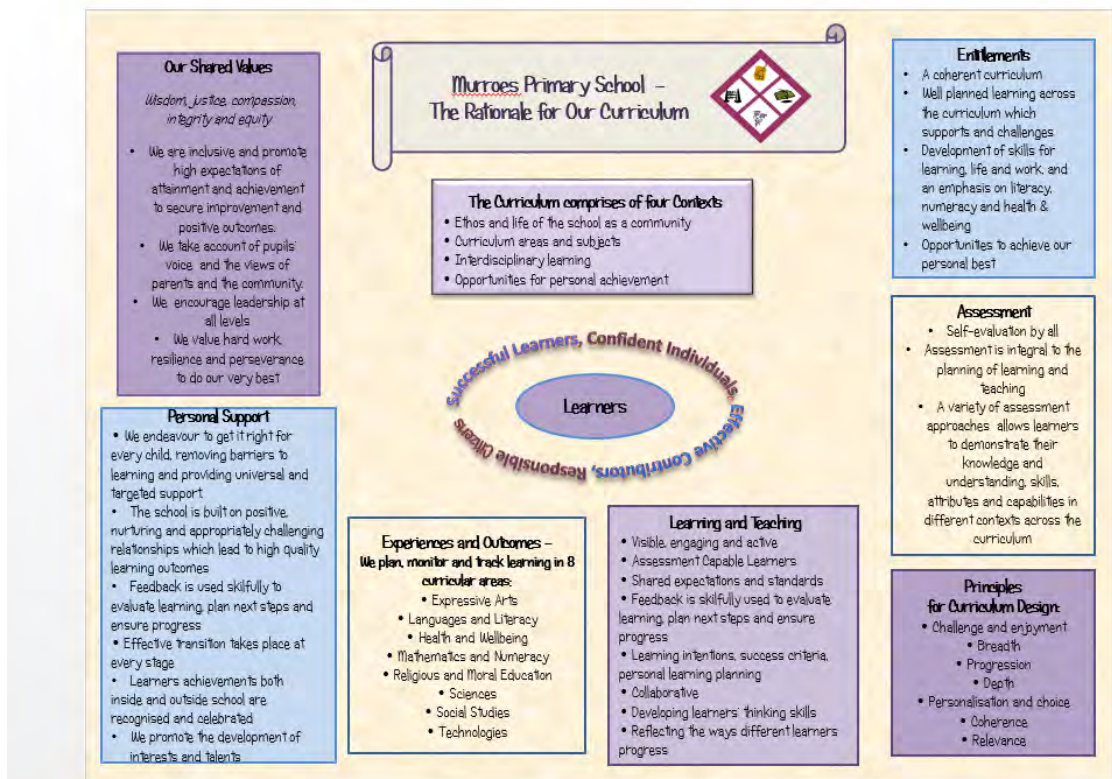
A calendar is produced and issued by the school informing parents of dates and activities throughout the academic year. This provides full details of educational and social events for all pupils from Nursery to P7 and other important dates within the school calendar.

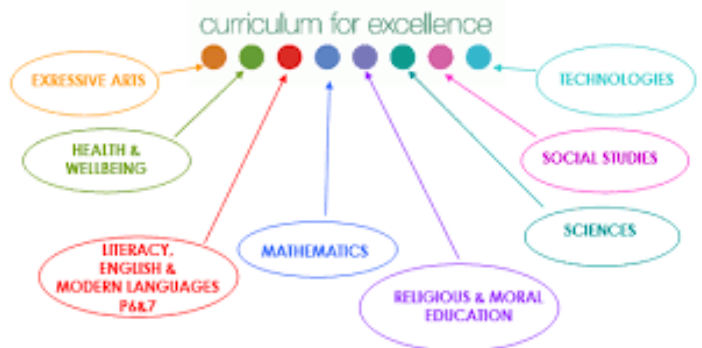
Feedback

Parents are regularly asked for feedback about their children's progress through questionnaires, school newsletters and Class Dojo. The school also encourages parents to engage in regular contact with the teaching staff on a personal basis to ensure that the strong communication links are maintained. This is mainly by way of Class Dojo.

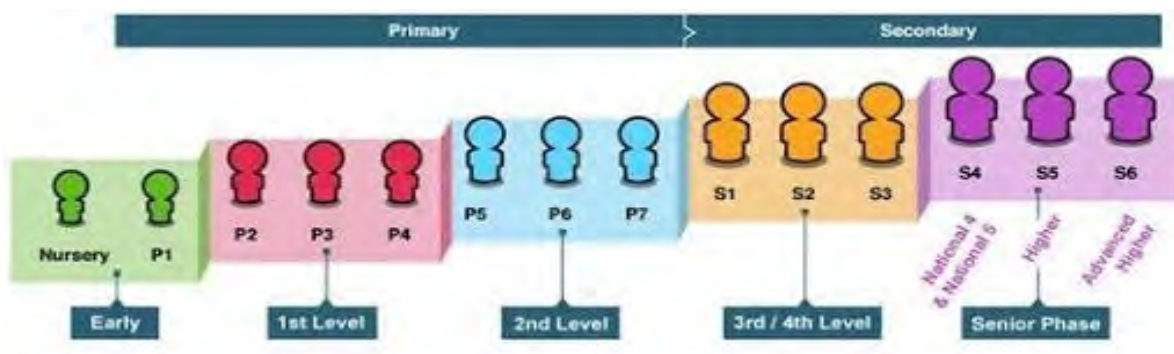
Personalisation and choice is one of the seven principles of curriculum design. Children and young people throughout their education will have the opportunity to discuss with their teacher the context in which they learn and how they will approach the learning. Staff will discuss new learning with the children at the beginning of a new topic. Together they plan the areas of specific focus e.g. World War 2 – The Battle of Britain. This will be shared with parents through Class Dojo. Parents will be invited to support the learning by sharing resources from home e.g. ration book or visiting the school to share a talk. Parents will be invited to comment on the planned work for their child at various points throughout the year. Feedback is encouraged at any time.

THE CURRICULUM AT SCHOOL, LOCAL AND NATIONAL LEVEL





There are national levels to describe different stages of learning and progress. For most children the expectation is:



More local information can be found through the link above. There are links to national information at www.angus.gov.uk/linksforparents

EARLY LEARNING AND CHILDCARE

In Scotland all three and four year olds, and some two year olds, are eligible for up to 1,140 hours a year of funded early learning and childcare (ELC). Murroes Nursery offers 6 hour sessions 5 days a week, during term time. Other attendance patterns are available in other Angus Council settings and in our wide range of partner nurseries, playgroups and childminders. To find out more about the benefits of ELC and the options available, visit our dedicated ELC web pages at www.angus.gov.uk/earlyyears.

LIAISON WITH SECONDARY SCHOOL

The school maintains close links with:

Monifieth High School

Panmurefield Road

Monifieth


DD5 4QT

Tel: 01382 534466


Our teachers, and in some cases our pupils, visit other schools and establishments and other teachers and pupils visit us. This process is necessary for the professional development of staff, reciprocal understanding and the establishment of curricular consistency.

SCHOOL IMPROVEMENT (School Specific)

MAIN ACHIEVEMENTS AND IMPROVING STANDARDS



Standards and Quality Report 2023-24




School: Murores Primary School May 2023	Head Teacher: Amanda McKenzie
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CONTEXT

Murores Primary School is situated in the parish of Murores and serves the two main areas of West Hall Terrace and Ballumbie Castle Estate. The building comprises two wings built in the late 1800s and a new connecting extension built in 2000. Best use of the classrooms and gym hall are made to accommodate 5 classes (P1, P2, P3/4, P5/6 and P7). The school has a nursery with 16 places for full day sessions. The current role is 105 in P1-7 and 16 nursery children.

VISION, VALUES AND AIMS

Our Vision, Values and Aims were created in 2019/20 in consultation and collaboration with children, staff and parents. These are embedded in the daily life of the school.



Paragraph 3105

The school has a Head Teacher, Acting Principal Teacher, eight class teachers, one Senior Early Years Practitioner, one Early Years Practitioner, two Early Years Assistants and two School and Pupil Support Assistants. Our Senior Clerical Officer works thirty hours per week.

The school has an excellent, large outdoor play area consisting of two shelters, a wooden fort, grassed area, play equipment, planted areas and a mud kitchen. We also have a poly tunnel and greenhouse which the whole school have access to for growing fruit and vegetables. We use all of the resources above to support outdoor learning.

The nursery has an outdoor play area and outdoor classroom to allow for free flow play between the indoors and outdoors.

Avigle School Standards & Quality Report

Review of progress with school improvement plan for session 2022-23

<p>School Improvement Priority 1:</p> <p>High quality learning and teaching will enable high attainment levels to be maintained and evidenced.</p> <p>NIF Key Priority – Improvement in attainment, particularly in numeracy and literacy</p> <p>Assessment of children's progress – The</p>	<p>How Good is our School 4 Challenge Question/s</p> <p>HGIOS 4 - Q1 2.3</p> <p>Learning, Teaching and Assessment</p> <p>Theme – Quality of Teaching</p> <p>How well do we deploy a wide variety of innovative and creative resources and teaching approaches, including digital technologies?</p>
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<p>Paragraph 3105</p> <p>confident about making judgements on achievement of a Cafe level, and the use of national standardised assessments going forward will help to support consistency in the approach to assessment within the broad general education.</p>	<p>How confident are we that all learners experience activities which are varied, differentiated, active, and provide effective support and challenge?</p>
<p>Progress and impact: What did the data tell you?</p> <p>Teachers adopt highly structured approaches to writing using the modelling strategies identified in The Write Stuff. Three Zones of Writing are implemented leading to improvements in vocabulary, grammar and literacy devices. Non-fiction shapes and narrative journeys in writing are considered and evaluated.</p> <p>Professional development activities from Considine text is used for professional learning and professional discussion. Impact is measured through scored writing and evidenced by staff. (Self-directed learning – Evidence folder of impact collated.)</p> <p>Strategies and approaches from The Write Stuff are included in practice to improve writing for all learners.</p> <p>Embed practice using Reflective Reading Strategies and whole school approaches to reading, established last session, to further enhance learning and teaching in reading.</p> <p>Base-line assessments are used to inform more responsive approaches to teaching numeracy. Embed approaches to develop mental maths agility and active approaches to numeracy.</p> <p>Teachers differentiate tasks to effectively meet the needs of all learners and to raise levels of pupils' engagement. Ensure consistent planning for differentiation. Teachers to develop responsive practices to ensure appropriate pace in learning.</p>	

<p>School Improvement Priority 1: Next Steps for 2023/24</p> <p>High quality learning and teaching will secure, 'skills for learning' for all pupils.</p> <ul style="list-style-type: none"> Develop a new Curriculum Rationale in conjunctions with Families and school partners, including the OECD 2030 Learning Compass. Develop the three zones of writing from 'The Write Stuff' Secure pupil voice in learning and well-being Provide a consistent approach to reading, including phonics and spelling - all staff trained in the Sound Reading System. 	
<p>School Improvement Priority 2:</p> <p>Stakeholders will collaborate to review and refresh family engagement and partnerships, post pandemic.</p> <p>Parental Engagement - The school gives parents/carers advice on how to support their child's learning.</p> <p>We want to improve and increase the ways in which parents, carers and families can engage with teachers and partners to support their children and increase the voice of parents and carers in leading improvements within schools. NIF 2021</p>	<p>How Good is our School 4 Challenge Question/s:</p> <p>HGIOS 4 - Q1 2.5</p> <p>Family Learning</p> <p>Theme - Engaging families in learning</p> <p>How well are families supported in developing strategies which lead to positive relationships, better learning and better behaviour?</p> <p>HGIOS 4 - Q1 2.7</p> <p>Partnerships</p> <p>Theme - The development and promotion of partnerships</p> <p>How do we ensure that relationships with parents, carers and families, the local community and partners are characterised by trust and respect?</p> <p>How well do we enable parents, carers and families and the local community to contribute to the life of the school and be involved in school improvement?</p>
<p>Progress and impact: What did the data tell you?</p>	

Progress and Impact: What did the data tell you?

Rationale – Following the restricted involvement of parents and carers during the past two years, a fresh review of family engagement is necessary to involve everyone in determining what the school will keep by way of the changes, what they will stop and what new changes will be taken forward. Retention of the Parent Council has proved to be difficult, enthusiasm for parental participation has declined and, together with a change of HT, all act as catalysts to support a move forward to encourage positive and meaningful family engagement.

Full consultation with families, staff and others to create a calendar of events and meaningful engagement opportunities reflecting the vision, values and aims of the school.

Learner-led curriculum activities enrich learning and teaching outcomes and experiences.

Parents are involved in learning about, 'Understanding Anxiety in Children'.

Angus School Standards & Quality Report

Reinstatement of Visible Learning Learner Council and other learner focus groups. Creation of leaflet for families.

Families are well supported to support their children at home with learning. School staff will work with families to establish clear expectations of behaviour, use of digital technology, managing anxiety, friendships and any other matters arising from consultations.

School Improvement Priority 2: Next Steps for 2023/24

School Improvement Priority 2: Next Steps for 2023/24

By June 2024, all children will have the opportunity to have developed some transformative competencies - skills for work.

- Extend interdisciplinary Learning through 'We are...' (Scientists, Engineers, Global Citizens, Agronomists etc.) Learning for all pupils to include Learning for Sustainability, UNCRRC and Outdoor Learning.
- Embed Decision Skills to improve pupil resilience and embed the values of the school.
- Support families to support their children's learning and well-being and share the Transformative Competencies.
- Host a Careers Fair for P4-7 pupils and Online Safety event.
- Promote leadership for all pupils and build on the work of the Learner Council.

What is our capacity for improvement?

How good is our leadership and approach to leadership?

How good is the quality of education and care we offer?

How good are we at ensuring the best possible outcomes for all our learners?

Pupil Equity Funding £2450.00

- GL Resources – Reading Assessments
- RWI books
- 2 x Chrome books
- Alba Explorers – Targeted support for key children, including 2 receiving SC grants.
- New Solutions – Understanding Anxiety in Children, Staff training

SCHOOL IMPROVEMENT PLAN


Murroes Primary - School Improvement Plan, 2023-24

Our Priorities:
Well-being, Skills for Learning, Life and Work

Priority 1 – High quality learning and teaching will secure, 'skills for learning' for all pupils.	
Rationale: Feedback identified from Moderation activities identified that effective feedback needs to be enhanced to enable all learners to become Assessment Capable Learners. The OECD recommend that schools become 'future orientated' and redesign the curriculum to ensure high quality learning and well-being. To this end, the school will consult with all stakeholders to collectively create a Curriculum Rationale. While Paper by Education Horizons May 2023; 'points to student voice as a key factor when it comes to improving wellbeing, outcomes and relationships in the classroom.'	
HGIC5 4 – Q1 2.2	Theme – Rationale and design To what extent do we work together as a school community to develop, promote and sustain an aspirational vision for our curriculum? To what extent do we make effective use of available support materials and information to inform the development of our curriculum? (Education Scotland, OECD, DIW)
Curriculum	Theme – Development of the curriculum To what extent is the development of our curriculum underpinned by a coherent whole school approach to learning for sustainability?
NIF Priority – 2022 We all need more robust and consistent evidence which will help us in improving health and well-being.	NIF Driver – Parental Engagement - The school gives parents/carers advice on how to support their child's learning. We want to improve and increase the ways in which parents, carers and families can engage with teachers and partners to support their children and increase the voice of parents and carers in leading improvements within schools. (NIF 2021) NIF Strategy Aim – To help every child to achieve the highest standards of achievement, particularly in literacy and numeracy. To help children across Scotland to maximise their potential and raise attainment and improve outcomes. NIF Priority – Improvement in children's health and well-being.
OECD (2019)	The Learning Framework – 'sets out an aspirational vision for the future of education. It supports the wider goals of education and provides points of orientation towards the future we want: individual and collective well-being.'
Visible Learning - Feedback	Professor Hattie's work from 2015, which states that, 'there is a need to include student voice about teacher impact in the learning/teaching debates; that is, to hear the students' view of how they are cared about and respected as learners, how captivated they are by the lessons, how they can see error as opportunities for learning, how they can speak up and share their understanding and how they can provide and seek feedback so they know where to go next.'
White Paper - Education	Learning & wellbeing in schools: A new perspective on supporting learning and wellbeing in schools - 'The paper's authors say

Paragraph		Style
Horizons May 2023	schools could be taking a much more unified approach, arguing that effective wellbeing strategies and effective teaching and learning strategies overlap significantly.	
Professional Learning	Sound Reading System training, developed by Fiona Nevola – All teaching and support staff (Started in April 2023) The Write Stuff by Jane Considine	
Primary Driver 1	Secondary Drivers	Progress and Impact (Direct Obs., People's Views, Quantitative Feedback)
Priority 1 – High quality learning and teaching will secure, 'skills for learning' for all pupils.	<p>Develop a new Curriculum Rationale based on the recommendations from the OECD 2019 and Education Horizons. 2023. Visible Learning, SRS, writing and numeracy strategies and innovations to be shared in conjunction with well-being strategies (Decider Skills) in a comprehensive, joined up approach within school and between school and home.</p> <p>Curriculum evening with focus on Decider Skills and SRS. Decider Skills presentation led by pupils. SRS Workshop led by Lorraine Robertson.</p> <p>Weekly Decider Skills assemblies with whole school</p> <p>The Write Stuff training with Murthly PS, Carthage – shared learning and discussion</p> <p>P1-3 Open afternoon focus on SRS</p> <p>Refreshed numeracy resources and titled Active Heinemann</p>	<p>Curricular evening for parents led by children and staff – evaluations and collated data used to inform next steps and new Rationale</p> <p>Parents are more informed and included with children's learning journey.</p> <p>Most families understand the Decider Skills and can use these at home.</p>
	Staff will adopt a hybrid approach to raising outcomes, combining well-being and academic achievement together.	Surveys conducted in September 2023 then repeated in March 2024 – Results analysed
	Visible Learning – Feedback and Pupil Voice Teachers and support staff to undertake training and engage in professional dialogue to enable effective feedback in relation to learning and well-being combined. Moderation of feedback as part of effective learning and teaching will take place linked to the Monkfish Cluster Moderation Taxonomy.	Pupil survey on learning and well-being September 2023. Parental survey of perceptions of learning and well-being Staff survey on teaching and well-being Moderation taxonomy completed
	Staff attended Monkfish Cluster Moderation event	Teachers have a better understanding of moderation and standards across the cluster for

Pupil and Learning council share ideas and feedback to classes.	moderation.
The Write Stuff - 3 Zones of Writing Continue to learn about and adopt strategies to improve writing; CLPI on The Write Stuff by Jane Considine All staff are now trained and using this effectively within the classroom.	All teaching staff to undertake Write Stuff training - September to November 2023 – Learning Visits to confirm progress Most pupils engaging and using this effectively within the classroom.
Sound Reading System – the school will adopt this approach to teaching the English alphabet code through a systematic synthetic phonics programme and comprehensive reading and spelling scheme. Almost all staff have completed training. Lorraine Robertson has demonstrated to almost all teachers how to use this effectively within the classroom. All baseline assessments have been completed.	All teaching and support staff, including ASN teacher, to complete SRS training by October 2023 and adopt this as a whole school approach, providing consistency in learning for all pupils. Baseline assessments – September 2023. Progress monitored via assessments in February 2024 and May 2024. Children engaging effectively with SRS programme regularly and using methods independently. PI training on further Decider Skills
Priority 2 – All children will have opportunities to experience learning, achievement and success of the OECD recommendations for achieving individual and collective well-being – skills for life	
Rationale – All staff reviewed and evaluated Q1 22 on Curriculum. A need to update our Curriculum Rationale was identified linked to illustration 5. The OECD suggest that, 'in the face of deep and widespread changes that are transforming our world... there is a growing recognition of the need to re-think the goals of education, and the competencies students need to thrive.' 'The concept of competency implies more than just the acquisition of knowledge and skills; it involves the mobilisation of knowledge, skills, attitudes and values to meet complex demands of uncertainty. The Decider Skills use Cognitive Behaviour Therapy to teach children, young people and adults the skills to recognise their own thoughts, feelings and behaviours, enabling them to monitor and manage their own emotions	

and mental health.		
Professional Learning	UNCRC and Decider Skills literature and online resources	
HGIOS 4 - Q1 1.2	Theme - Children Leading Learning	
Leadership of Learning	To what extent do we support children and young people to take responsibility for their own learning and progress?	
HGIOS 4 - Q1 3.1	Theme - Well-being	
Ensuring Well-being, Equality and Inclusion	How well do we listen to and involve children and young people in making decisions about their wellbeing, their lives and their future?	
NIF Priority – 2022	<p>NIF Driver  School Improvement</p> <p>NIF Strategy Aim - Support learners in developing the knowledge and skills crucial to shaping future success in learning, confidence, contributing and responsible citizenry.</p> <p>NIF Priority – Placing the human rights and needs of every child at the heart of education.</p>	
OECD – Conceptual Learning Framework	Learning Compass 2030 – 'The metaphor of a learning compass was adopted to emphasise the need for students to learn to navigate by themselves through unfamiliar contexts, and find their direction in a meaningful and responsible way...'	
Primary Driver 2	Secondary Drivers	Progress and Impact (Direct Obs., People's Views, Quantitative Feedback)
Priority 2 – All children will have opportunities to experience learning, achievement and success of the OECD	<p>Decider Skills (CS) – All staff took part in training last session and some of the Decider Skills have begun to be implemented. This session, all the skills will be shared with pupils and also with parents in order to support a consistent approach to ensuring well-being for everyone through shared strategies.</p> <p>Curriculum Evening – decider skills shared with parents and demonstrated by</p>	<p>Lead – LD</p> <p>Baseline survey for all pupils – September 2023</p>

recommendations for achieving individual and collective well-being.	pupils Weekly assemblies based on decider skills Pupil council completed decider skills and led back to own classes	Baseline survey completed Most parents and pupils aware of language and strategies of decider skills
	Visible Learning strategies are refreshed and included in practice across the school. Feedback strategies linked to feedback on learning and well-being will be embedded into practice for all children	All staff - Throughout session
	UNCRC – All children will participate in learning about their rights and this learning will be embedded into the culture of the school linked to well-being. We are... has been linked to UNCRC through projects on refugees/Islamic culture and will continue moving forwards All upper school pupils attended showing of 'Queenia and the Princess of Aleppo' and completed related tasks	Lead – CM Most pupils have a broader understanding of some of their rights and the rights of others
	Seagreen Community Fund - £120,000 – The success of this funding will enable huge improvements to the school grounds and involve the work of Alba Explorers to create, with pupils, a motivational and effective outdoor learning environment. Learning for Sustainability is fully embedded as part of the Muroes ambition. Wild flower meadow, orchard, dead hedge, mini-beast houses, bird boxes, planters, vegetable plots – collectively created and looked after by pupils. School have been awarded £90,000 to be spent on sustainability, community and skills for learning, life and work Pupil council surveyed whole school to decide on playground equipment to be ordered Almost all classes have participated in Alba explorers workshops including taking part in the construction of the dead hedge and other projects	Consultation May 2023 (Parents/Cares 271 responses) (Pupils 123 responses) Evaluation of funding application against action and developments/community participation using criterion for funding. Dead hedge in place

HEALTH CARE

You can contact your school health staff at: -

School Nurse Team Carnoustie/Monifieth cluster
Abbey Health Centre
East Abbey Street
Arbroath
DD11 1EN
Tel: 01241 430303 Ext 54007

DOGS IN SCHOOL GROUNDS

We understand walking your child(ren) to and from school/nursery is an ideal opportunity to walk dogs. However, the safety and wellbeing of our pupils, families, staff and community is paramount. Also, some children feel intimidated or unsure of dogs.

In light of this, please ensure dogs (except for service dogs) are not brought into school grounds and if you are walking your dog to and from school, please remain at a reasonable distance from the school gate. This will enable children and adults to enter and exit safely.

We'd ask you to pass this information on to other adults who bring and/or collect your child(ren) from school.

CHILD PROTECTION COORDINATOR

If we think a child has come to harm as a consequence of possible abuse, we need to report it.

At least one member of staff in each school is responsible for child protection matters. They will have had special training in this area.

In our school the Child Protection Coordinator(s) are:

Amanda McKenzie and Lynsey Donald

If you want to know more about child protection and the safety of children, contact the school. There is also information about child protection on the Angus Council website.

As a school we have good contacts with health professionals, social workers and the police. Any or all of them may offer support, or become involved, if concerns of abuse arise.

USEFUL LINKS AND CONTACT DETAILS

Angus Council
Angus House
Orchardbank Business Park
FORFAR
DD8 1AN
Tel: 03452 777 778
Email: ACCESSSchoolsLearnBSU@angus.gov.uk

ANGUS COUNCIL WEBSITE

Visit angus.gov.uk/schools for information that applies to schools across Angus on topics including:

- holidays
- meals
- school payments
- attendance and absence
- assessment and reporting
- transport
- drugs education
- religious and moral education
- transitions
- ...and more

OTHER WEBSITES

Find useful links to other websites at angus.gov.uk/linksforparents