

# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023/24



**KEISS PRIMARY SCHOOL & NURSERY**  
HIGHLAND COUNCIL

# Introduction: Local and National Context

## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

### Highland Priorities



### National Improvement Framework Priorities



#### Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

#### Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

#### Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

#### Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

#### Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework Improvement Plan](#)
- [HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

| All  | Almost all | Most      | Majority  | Less than half | Few       |
|------|------------|-----------|-----------|----------------|-----------|
| 100% | 91% - 99%  | 76% - 90% | 51% - 75% | 16% - 50%      | Up to 15% |

We are pleased to present our Standards and Quality Report for Session 2022-23. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

**Self-Evaluation for Self-Improvement** is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

#### Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

#### Looking outwards - learning from others

Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-sìgridh daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Sylvie Sinclair  
Acting Head Teacher  
Keiss Primary School & Nursery  
Bower Primary School

## School Profile

### Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

**Attendance**  
91%

**Average Class Size**  
19

**Meeting PE Target**  
Target Met

**Pupil Numbers**  
38

**Teacher Numbers**  
2

**Pupil Teacher Ratio**  
19/1

2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

**Reading**

Majority

**Writing**

Majority

**Listening and talking**

All

**Numeracy**

Most

Keiss Primary School is located in a rural setting serving the local communities of Lyth, Slickly, Freswick, Miltown, Auckengill, Alterwall, Sortat, Lyth, Ruthers of Howe, Howe, Mireland, Nybster and Keiss on the east coast of Caithness county in Scotland's Highland Council area.

There are 38 children attending the school and 10 children in nursery, ranging from N3 - P7. P1 - 7 are taught in two multi-stage classes and there is a separate nursery for 3 and 4 year olds.

The Head Teacher has overall leadership responsibility for Bower and Keiss Primary School and Nursery. Staff and children from both schools work together regularly. Pupils at Keiss are taught into two composite classes. P1 to 4 taught by one teacher and 5 to 7 by a second teacher.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall, attainment across the school in literacy and English and numeracy and mathematics is good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Most children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

**Reading**

Satisfactory progress

**Writing**

Good progress

**Listening and talking**

Very good progress

**Numeracy**

Good progress

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

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**Vision:** Together we create, learn and achieve in a safe and nurturing environment where everyone can grow.

**Values:** At Keiss Primary School and Nursery, our values are:

- Kindness,
- Happiness,
- Respect,
- Healthy attitudes ,
- Include all

**Aims:** At Keiss Primary School and nursery, we want to support everyone to:

- Be kind and develop positive relationships with others
- Make healthy choices
- Develop skills for learning
- Realise and achieve their full potential

Set in consultation with pupils, staff and parents -October 2023

## Review of progress for session

### Ath-sgrùdadh air adhartas airson an t-seisein

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

School Priority: Developing play pedagogy

#### **Purpose:**

There has been growing interest in a more play-based pedagogy in Scottish Education and there is strong evidence that it increases attainment. Whilst the standard of Teaching and Learning is very good overall, a more secure understanding of play Pedagogy would ensure consistency across the school and curriculum.

#### **Progression:**

- Teachers understand the rationale behind Play Pedagogy
- Teachers understand the different types of play (child initiated, adult initiated and adult-directed activities).

#### **Impact :**

- Teachers comprehend the value of play in children's learning and environment.
- Teachers recognise the varied ways children engage with learning and development, enable them to create rich and balanced environments that support each type of play effectively.

- P1-4 have started implemented play in their classroom and tried the 3 experiences detailed above.
- Children are reviewing and consolidating their meta-skills  
Welly Wednesday sessions for Nursery to P4 started in term 4 with focus on outdoor learning.
- We created a timetable
- Staff regularly share experiences and best practices
- Teachers have observed that children are more engaged in their learning.
- Children can adapt, problem solve and collaborate effectively in various social and academic contexts. Children in P1 to 7, have learned and practised meta-skills such as integrity and now are able to take part in games more effectively.
- Play is now incorporated in our daily timetable. First 30 minutes of every day is protected free play. ( not able to plan for teacher and children led play)
- Teachers can draw from each other's insights, refine approaches and enhance quality of play based learning experiences for children

### **Next steps:**

Respect Initiative Nurture Happiness Endeavour Teamwork Community Kindness

- To expand the implementation of play pedagogy to older children by incorporating outdoor learning.
- To design an effective assessment system for efficient tracking.
- Leuven scale revisited
- To organise indoor and outdoor environments effectively to facilitate play-based learning.
- To design a play policy in consultation with all stakeholders.
- Parents have been consulted throughout the development of our pedagogy and informed about the benefits of play. (questionnaire/ leaflet/ open day)

School Priority:

## Right Respecting Schools

### Purpose:

*Whilst the school is a nurturing environment and respects and listens to views and opinions of learners, a more formalised and structured approach will ensure consistency. Working towards Rights Respecting Schools will ensure all our learner know about their rights and responsibilities.*

### Progress:

- *A RRS committee has been set up. Members chose a number of articles to learn throughout this session.*
- *A right has been introduced by the HT during fortnight assemblies and teachers organised follow-up activities related to that article in the week that followed.*
- *Staff and Pupils were asked to complete a questionnaire about views on the rights and how effectively the school promoted them.*
- *Pupils/ staff/ parents surveys were organised to review vision, values and aims.*

### Impact:

- *A culture of respect , inclusivity and empowerment throughout the school community, fostering positive relationship among pupils , staff, parents , while ensuring that the rights and wellbeing of all individuals are upheld and respected.*
- *All pupils know that they have rights and what these are.*
- *The outcome of this questionnaire demonstrated that children enjoyed school and felt that their rights were respected, but the school was not doing enough to involve wider community.*
- *A reviewed set of vision, values and aims has been created.*

- All staff reinforce the above throughout the day.
- The whole school community has worked together to create a playground , a lunch and classroom charter.
- All stakeholders have been made aware of children's rights through posts on Seesaw, displays, newsletters, etc.
- A comprehensive plan has been developed outlining all actions to be taken throughout the year.
- Planning reflects rights and responsibilities
- Children can refer at all times to their playground/lunch/ classroom charters.
- Community know children's rights
- The school will achieve its Silver Award next session.

#### Next steps:

- To continue embedding rights in our planning and every day tasks
- To work towards achieving Silver award early next session.
- To work more closely with the wider community
- To ensure the terminology is used throughout the school

#### School Priority: Develop Personalisation and choice in the nursery setting

##### Purpose:

The profile of learners at our nursery is continuing to change and we need to make sure that we adapt our provision to meet everybody's needs.

##### Progress:

Short observations have been carried out by HT and NT

Profiles on Seesaw

We evaluated the setting regularly to ensure setting was appropriately resourced

##### Impact:

More understanding of child's personality., likes, dislikes, and attitudes and reactions in a variety of situations. Strengths and areas for improvement are identified.

Valuable feedback to nursery staff.

Better understanding of individual needs and ability of children.

Parents are provided with insights into their child's experiences and progress.

Check Health & Safety regulations and standards

Setting suitable for all children. Outdoor area was carefully set up and used daily.



Parents afternoon/ morning/evening meetings

All parents attended

ASN courses and advice from ASN teams and advice

Staff are more knowledgeable on ASN matters.  
Just ask accessed different resources.

Development overviews are revisited termly to assess progress/ professional conversations

Staff have a good knowledge of children's progress

Visits to other settings were organised

EYPs did not get any useful strategies that they could reproduce in our setting.

### Next steps:

- Introduce better planning system to reflect skills and learning.
- More efficient tracking overseen by NT
- EYPs to be leaders of learning.

## Progress and impact of Pupil Equity Fund Adhartas agus buaidh Maoin Cothromas Sgoilearan

In June 2022-2023. 32% of children were not age and stage.

In June 2023-2024, 44% of children were not age and stage.

In Writing, the percentage of children who were not age and stage in 2022-2023 is 35% . In 2023-24, the percentage of pupils who were not age and stage in writing was 34%.

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## Wider achievements

### We actively promote achievement

We actively promote achievement through a diverse range of activities across both the school and nursery. Individual successes are celebrated regularly at assemblies. We extend this recognition beyond school hours, sharing achievements in out-of-school events, competitions, and awards through assemblies, newsletters, and Seesaw. Winning entries in artwork and competitions are prominently displayed at the school entrance, along with our 'Celebrating Success' wall displays.

At the heart of our community is a commitment to fostering strong, supportive, and nurturing relationships. Our interactions, guided by key values of kindness, honesty, respect, and inclusion, underpin our school ethos. Children embrace this culture of achievement, believing in their potential for success both locally and nationally. We take pride in our pupils who demonstrate confidence, a sense of responsibility, and a positive "can-do" attitude.

Respect Initiative Nurture Happiness Endeavour Teamwork Community Kindness

Physical education is a core part of our curriculum, with all pupils engaging in two hours of PE each week, including swimming, PE lessons, Mile a Day, BMT, GoNoodle, and Let's Dance activities.

Every member of our school community understands their role in upholding and achieving our high standards, driven by our vision, values, and aims. We foster a culture of support through various buddy systems, where older children mentor younger ones and engage in reciprocal teaching of literacy and numeracy (e.g., Reading Ambassadors).

We also celebrate special days such as Burns Day and World Book Day, inviting the community to join us in the festivities.

We encourage children to develop their problem solving and critical thinking skills through construction days, using items donated by the community.

Partnerships are central to our approach. We prioritise establishing positive relationships with parents and actively involve them in their child's education. Through Curricular Activity Sessions, parents join their children in numeracy and literacy games. We maintain extensive communication with parents through Seesaw, showcasing children's work and welcoming their feedback.

During this session, we raised funds for Children in Need and our school by having a Christmas Jumper Day. Our Pupil Council organised a 5k walk, and our P6 pupils and their parents held a fundraiser to support the P7 residential trip next year.

Additionally, pupils participated in various local competitions, such as the Duncansby Lighthouse competition, where some of our pupils achieved success.

Mr. Kenneth McElroy, the John O'Groats Trail Development Manager, and his camera crew visited the school to judge a competition where our students designed a stamp for the John O'Groats Trail.

Two pupils also represented Keiss Primary School at the Caithness at War opening ceremony.

We were very proud that our school was featured in the 'Care First World' magazine.

Children of all ages are offered opportunities to engage in various activities, including dancing and jogging.

Our collaboration with the Active Schools Coordinator ensures a well-rounded approach to physical activity. Additionally, this year, we welcomed a motivational speaker to inspire our students.

We're proud to have been featured in the 'Care First World' Magazine, a publication dedicated to sharing uplifting and inspiring stories.

## Comments from learners, families, stakeholders and staff

### Beachdan bho luchd-ionnsachaidh, teaghlachan, luchd-ùidhe is luchd-obrach

| Parent Questionnaire Session : 2023-2024 Term 4  |                |       |          |                   |
|--|----------------|-------|----------|-------------------|
| 13 responses   | Strongly agree | Agree | Disagree | Strongly disagree |
| My child likes being at this school  | 38.5%          | 46.2% | 15.4%    | 0%                |
| Staff treat my child fairly and with respect   | 30.8%          | 53.8% | 15.4%    | 0%                |
| I feel my child is safe at the school  | 30.8%          | 69.2% | 7.7%     | 0%                |
| The school helps my child feel confident   | 23.1%          | 69.2% | 7.7%     | 0%                |
| I feel the staff really know my child as an individual   | 46.2%          | 46.2% | 15.2%    | 0%                |
| My child copes well with their learning  | 23.1%          | 53.8% | 15.4%    | 7.7%              |
| My child receives the help he/she needs to do well   | 23.1%          | 69.2% | 15.4%    | 0%                |
| The school is welcoming and there are opportunities to get involved  | 46.2%          | 53.8% | 0%       | 0%                |
| My child is encouraged by the school to be healthy and take regular exercise   | 23.1%          | 69.2% | 7.7%     | 0%                |
| The school supports my child's emotional well-being  | 7.7%           | 69.2% | 23.1%    | 0%                |
| My child is making good progress at the school   | 15.4%          | 76.9% | 7.7%     | 0%                |
| I receive helpful, regular feedback of how my child is learning and developing e.g. informal feedback, reports and learning profiles | 30.8%          | 53.8% | 7.7%     | 7.7%              |
| School and class newsletters are informative and easy to understand  | 38.5%          | 53.8% | 7.7%     | 0%                |
| The information I receive about my child reaches me at the right time.   | 23.1%          | 61.5% | 7.7%     | 7.7%              |
| I understand how my child's progress is assessed.  | 23.1%          | 53.8% | 15.4%    | 7.7%              |
| The school gives me advice on how to support my child's learning.  | 15.4%          | 69.2% | 7.7%     | 7.7%              |
| I receive helpful and regular information about the school.  | 30.8%          | 61.5% | 7.7%     | 0%                |
| The school organises activities where my child and I can learn together.   | 38.5%          | 53.8% | 7.7%     | 0%                |
| The school seeks my views and listens to my concerns.  | 23.1%          | 69.2% | 15.4%    | 0%                |
| I feel comfortable approaching the school with questions, suggestions and/or problems.   | 15.4%          | 76.9% | 7.7%     | 0%                |
| I feel encouraged to be involved in the work of the Parent Council.  | 15.4%          | 84.6% | 0%       | 0%                |
| I am kept informed about the work of the Parent Council  | 23.1%          | 76.9% | 0%       | 0%                |
| I am satisfied with the quality of teaching in the school.   | 15.4%          | 84.6% | 23.1%    | 0%                |
| The school is well led and managed   | 23.1%          | 69.2% | 7.7%     | 0%                |
| The school encourages children to treat others with respect  | 23.1%          | 61.5% | 23.1%    | 0%                |
| I would recommend the school to other parents  | 23.1%          | 61.5% | 7.7%     | 7.7%              |
| Overall, I am satisfied with the school.   | 30.8%          | 53.8% | 15.4%    | 0%                |
| The school deals well with behaviour issues.   | 15.4%          | 53.8% | 23.1%    | 7.7%              |
|  |                |       |          |                   |

| <b>Pupil Questionnaire Session : 2023-2024 Term 4 in%</b>   |                       |              |                 |                          |
|---|-----------------------|--------------|-----------------|--------------------------|
| 36 responses  | <b>Strongly agree</b> | <b>Agree</b> | <b>Disagree</b> | <b>Strongly disagree</b> |
| I enjoy learning in school  | <b>22.2</b>           | <b>52.8</b>  | <b>22.2</b>     | <b>11.1</b>              |
| I get along well with the people in my class  | <b>55.6</b>           | <b>36.1</b>  | <b>5.6</b>      | <b>5.6</b>               |
| I enjoy lunch time in the dinner hall   | <b>44.4</b>           | <b>52.8</b>  | <b>5.6</b>      |                          |
| I feel safe in the school   | <b>47.2</b>           | <b>47.2</b>  | <b>2.8</b>      | <b>8.3</b>               |
| My teacher listens to my views  | <b>69.4</b>           | <b>30.6</b>  | <b>5.6</b>      | <b>2.8</b>               |
| Staff talk to me regularly about how to improve my learning   | <b>33.3</b>           | <b>63.9</b>  | <b>2.8</b>      | <b>2.8</b>               |
| I get help when I need it   | <b>55.6</b>           | <b>44.4</b>  | <b>2.8</b>      | <b>0</b>                 |
| Children in school are friendly   | <b>33.3</b>           | <b>63.9</b>  | <b>2.8</b>      | <b>2.8</b>               |
| I think it's a good idea to wear school uniform   | <b>22.2</b>           | <b>13.9</b>  | <b>8.3</b>      | <b>58.3</b>              |
| I have adults in the school I can speak to if I am upset or worried about something   | <b>47.2</b>           | <b>50</b>    | <b>5.6</b>      | <b>0</b>                 |
| Pupils think that the teachers at Keiss PS are good   | <b>61.1</b>           | <b>41.7</b>  | <b>2.8</b>      | <b>0</b>                 |
| Staff make sure pupils behave well  | <b>41.7</b>           | <b>58.3</b>  | <b>8.3</b>      | <b>0</b>                 |
| Staff are good at dealing with bullying behaviour   | <b>38.9</b>           | <b>50</b>    | <b>13.9</b>     | <b>0</b>                 |
| The pupil council is making improvements to the school  | <b>30.6</b>           | <b>41.7</b>  | <b>27.8</b>     | <b>2.8</b>               |
| I take part in out-of-class activities and school clubs   | <b>25</b>             | <b>58.3</b>  | <b>11.1</b>     | <b>11.1</b>              |
| People think Keiss is a good school   | <b>50</b>             | <b>47.2</b>  | <b>13.9</b>     | <b>8.3</b>               |
| I am pleased that this is my school   | <b>52.8</b>           | <b>44.4</b>  | <b>2</b>        | <b>1</b>                 |
| <b>Comments: Write down three things you really like about Keiss PS</b>   |                       |              |                 |                          |
| <p>My teacher, my friends, friendly school<br/>           Going outside, being on the Chromebook, Fun 31<br/>           Books, writing , number games<br/>           Discovery time, Welly Wednesday<br/>           Friends, playing games together, I love how big the school is<br/>           The fidgets, the sand tray and the water tray<br/>           Trim Trail, playtime, and after school clubs<br/>           Football , Miss Munro, PE</p> <p>Teacher make me happy when I am sad, PE, Art<br/>           My teacher, outdoor lunches in summer, Trim Trail<br/>           Lunches are very good and events<br/>           Lunch, PE, breaktime<br/>           Small school, the teachers and the staff listen to the pupils<br/>           Small school, all teachers are nice and the staff and pupils</p> |                       |              |                 |                          |
| <b>Write down 3 things you would like the school to improve, change or develop in some ways</b>   |                       |              |                 |                          |
| <p>I like it all<br/>           Nothing love everything<br/>           We should have our own kindles<br/>           More clubs, more discovery time<br/>           More games, art, reading<br/>           Nothing, I like it the way it is<br/>           More school clubs, outdoor learning, more opportunities for mum and dad to come into the school to learn with us<br/>           More challenging maths<br/>           Outdoor lunches more often in the summer, longer art lessons and have music</p>   |                       |              |                 |                          |

Outdoor, more supplies, more PE time  
 I don't think that this school should improve because this school is amazing just the way it is.  
 More supplies for art, fundraise to get money, use outdoor classroom, no uniforms  
 No school uniform, new footballs, more trips

**Comments from the community:**

Very welcoming school.

All children are polite and well-behaved.

Lovely bright school with great staff and children.

I love the displays.

The number of teachers and PSAs at the school is small. Whilst their views are taken into account, it is not appropriate to publish these responses because the risk of being able to identify individuals is high.

## Capacity for continuous improvement Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

|  | ELC  | PRIMARY | SECONDARY       |
|--|------|---------|-----------------|
| <b>QI 1.3</b><br>Leadership of change  | Good | Good    | Choose an item. |
| <b>QI 2.3</b><br>Learning, teaching and assessment                               | Good | Good    | Choose an item. |
| <b>QI 3.1</b><br>Wellbeing, equality and inclusion                               | Good | Good    | Choose an item. |
| <b>QI 3.2</b><br>Raising attainment and achievement/Securing children's progress | Good | Good    | Choose an item. |

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

## Key priorities for improvement planning Prìomhachasan airson planadh airson leasachadh

- Continue to improve literacy attainment especially writing , ensuring children can spell common and less common words accurately.
- Continue to improve numeracy attainment .
- Continue to develop Play Pedagogy focussing on outdoor learning .  
 Respect Initiative Nurture Happiness Endeavour Teamwork Community Kindness

- Continue to improve teachers' confidence in tracking and monitoring the progress of learners.

## Planning ahead

### A' planadh air adhart

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Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on SIP KEISS.doc or by contacting the school office.