

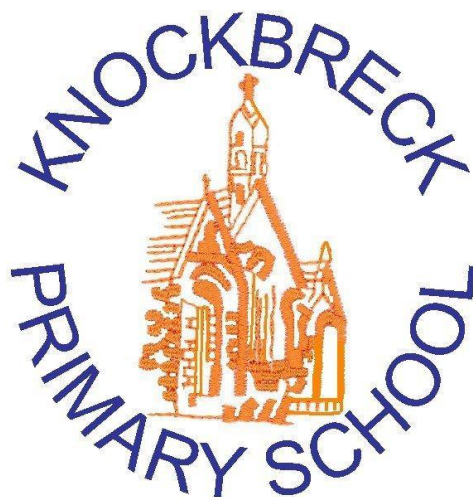


# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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**2023-2024**

**Knockbreck Primary (Tain)**



# Introduction: Local and National Context

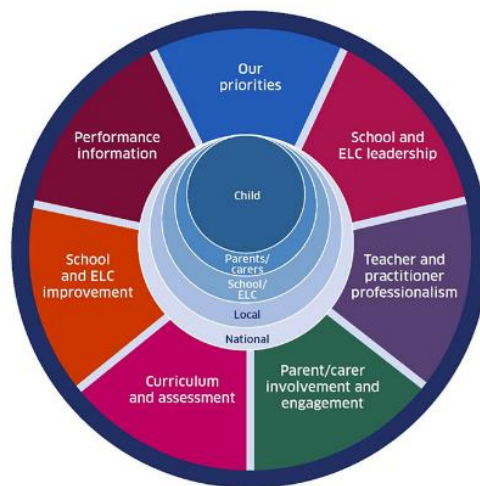
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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%	Over 90%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2023-24. 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-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Jane Mackay  
Head Teacher  
Knockbreck 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.

<b>Attendance</b> 93.1%	<b>Average Class Size</b> 22.1	<b>Meeting PE Target</b> Target Met
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<b>Pupil Numbers (inc nursery)</b> 155	<b>Teacher Numbers</b> 9	<b>Pupil Teacher Ratio</b> 17
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<b>N3</b> XX%	<b>N4</b> XX%	<b>P1</b> 8.4%	<b>P2</b> 13.5%	<b>P3</b> 14.8%	<b>P4</b> 12.9%	<b>P5</b> 16.1%	<b>P6</b> 14.8%	<b>P7</b> 19.4%
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<b>SIMD Q1<sup>1</sup></b> 0-10%	<b>SIMD Q2</b> 20-30%	<b>SIMD Q3</b> 60-70%	<b>SIMD Q4</b> 0-10%	<b>SIMD Q5</b> 0-10%	<b>Unknown</b> 0-10%
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<b>ASN<sup>2</sup></b> 30-40%	<b>No ASN</b> 60-70%	<b>FSM<sup>3</sup></b> 70-80%	<b>No FSM</b> 20-30%	<b>EAL<sup>4</sup></b> 0-10%	<b>No EAL</b> 90+%
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2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Majority	Majority	Most	Most

We have had no exclusions this year.

<sup>1</sup> SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

<sup>2</sup> ASN – Additional Support Needs

<sup>3</sup> FSM – Free school meal entitlement

<sup>4</sup> EAL – English as an additional language

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

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#### **Motto -**

Happy to be yourself

#### **Vision**

***At Knockbreck Primary School we will create a welcoming ethos where everyone feels happy and included. Every child will have opportunities to learn and find success by being supported and challenged appropriately, to allow them to do so in a safe and nurturing environment.***

#### **Values**

Resilience

Enthusiasm

Self-Motivation

Perseverance

Equity/Equality

Commitment

TOGETHERNESS

#### **Aims**

Ensure our pupils have the ability, to be effective learners and take ownership of their learning

Ensure children have the confidence to take risks, in their education

Develop a sense of personal responsibility and encourage high standard of behaviour

Help children learn to celebrate their achievements, recognise individual success and to develop resilience

Celebrate and nurture the children's diversity, provide equality of opportunities and ensure they are aware of their rights and responsibilities.

## Review of progress for session

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

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:

### Highland Progressions

#### Purpose:

To develop consistency in learning, teaching, and assessment, across the three schools.

Progress:

Impact:

Content:

All teaching staff worked with a stage partner to refresh their HNP training.

- Observations through learning visits show greater consistency in the effective teaching of numeracy.
- Pupils able to confidently talk about the strategies they have used and explain their thinking.
- Evidenced through our trackers, most children have made progress.

Staff familiarised themselves with HC literacy. Progressions and discussed ways these could be used to support planning.

- Listening to discussions, staff have more confidence in using the progressions.
- Through classroom observations and attainment meetings it is evident that staff have more confidence in making end of level judgements.

Talk for writing was embedded across the cluster, with all classes implementing it with their classes. Arranged sessions, planned model texts, discussed next steps, and shared trackers.

- Staff now confidently share resources and moderate writing with stage partners, ensuring end of level judgements are more consistent.
- All pupils across the cluster show improvement in writing. All going up by one star, some a whole level.
- Talk for writing trackers now linked to class trackers showing termly progress

#### Next steps:

- Continue to use HNP strategies to support the teaching of numeracy and use the HNP baseline assessments in line with our assessment calendar.
- Arrange peer visits to support with talk for writing and numeracy strategies.
- Use the new trackers alongside class trackers during attainment meetings to record pupil progress.

### Purpose:

To develop moderation and assessment calendar and systems across both schools in preparation for the new Campus.

### Progress:

#### Content:

Knockbreck, Craighill and Inver staff reviewed the moderation cycle and carried out an evaluation using the Moderation Cycle Audit Tool.

Working with stage partners (Early, First, Second) they carried out moderation of High-Quality Assessment Tasks and Profiling.

All staff undertook HC Listening and Talking Training, carried out ASG moderation on the In-service day and moderated planning, tracking and assessment documents available.

### Next steps:

- Update and embed the Moderation and Assessment Calendar
- Continue to work with stage partners to plan, carry out and moderate HQA's.
- Evaluate feedback from moderation activity and agree specific documents for tracking of Listening and Talking. Teachers own choice for documents to support planning.

### Impact:

- A greater understanding of the standards and the expectations.
- Moderation and assessment calendar agreed and is being used by all staff.
- An agreed format for HQA was reached.
- HQA tasks were planned, carried out and moderated together.
- Increase in staff confidence making a judgement was noticeable from the termly discussions and notes taken.
- Increased confidence making a judgement towards achievement of a level.
- Evidenced through our trackers, most children have made progress in Listening and Talking.
- Increased knowledge of HC documents available for L & T to support planning, tracking and assessment.

### Purpose:

For staff and pupils to build relationships and work collegiately

### Progress:

Content:

All staff have successfully worked together, on this year's SIP to develop an agreed HQA format and an agreed profile format.

PSA's have undergone training together, working on numeracy strategies in line with teachers training, as well as words up training to link in with Listening and Talking developments.

All classes have now visited each other twice or arranged a joint event.

### Next steps:

- Continue to work on relationships between all staff and pupils.
- Begin to look at resources in both schools, what is available, what is required and what we can dispose of
- Work towards new uniform, badge, joint vision values and aims, bringing both school communities, including parents, together.

### Impact:

- Staff developed relationships with stage partners, meeting regularly to undertake HNP training and plan/moderate HQA.
- Staff more relaxed mixing at moderation activities arranged on In-Service days as well as stage partner meetings.
- PSA's more comfortable with each other
- DHT/ASN teachers comfortable leading training with all three schools combined.
- Pupil positive comments after visits
- Successful joint events such as St Duthac Day Pageant with P3 pupils, developing their listening and talking and drama skills as well as forming new friendships.
- P5 taking part in a successful Jammin Fitness session together.
- P4 planning, organising, and carrying out a Viking Museum project. Celebrating success by visiting each other's museums.



## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

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13/13 pupils have improved their phonological awareness scores from Aug to Jan

32/38 pupils improved their spelling age - ranging from 4 month improvement to some making improvement of over 2 years.

All pupils writing levels improved, most moving up at least one star within the level.

Some pupils moving up a whole level.

Emotional Support has been provided on a daily basis. Nurture groups have run - infants twice a week, P4-7 twice a week.

Targeted pupils emotional check ins -

11 did receive emotional support in the mornings

Only 2 pupils still require support, on occasions, transitioning in the morning

Staff are still available in the playground to check in with pupils requiring a little support

2 pupils continue to have a soft finish at the end of the day to avoid busy cloakrooms

2 pupils continue to have weekly emotional check ins.

## Wider achievements

### Coileanaidhean nas fharsainghe

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Knockbreck had four winners out of 10 categories in the Tain ASG writing competition.

Knockbreck were runners up in the Tain ASG dancing competition.

Knockbreck won the Group B Ross Shire Schools Swimming Gala.

We held an outdoor Christmas Carol event and Burns event for the community.

Two Primary 7 pupils opened the Primary School Orchestra event on their pipes.

## Comments from learners, families, stakeholders and staff

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

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#### Learners

- I prefer to speak to mum and dad about my problems but I can speak to adults in school if I need to.
- I just prefer to speak to my friends if I am unhappy but I know I can speak to adults in the school too.
- School is really fun and I love being with my friends and learning!!
- Staff are nice and kind.

#### Families

- I trust the school implicitly with the welfare and education of my child, every member of staff is an asset.
- Always supporting me as a parent and helping me be a better parent my children are well looked after
- Both of my children have excelled since joining Knockbreck not even two years ago. Their learning has progressed massively and their wellbeing needs have been met so well. Both of my children regularly chat about what they have been up to and the way staff make them feel. They have it 100% right.
- Both my children have enjoyed being at Knockbreck Primary. They have grown in confidence and always had very supportive staff. They always comment how nice and approachable all staff are. The communication we receive from the school is excellent and feel that we can prepare in advance for any upcoming events. The leadership in the school has always been second to none and we will certainly miss this when the schools come together.

## Partners

- Shared event calendar so that outside agencies know when other events are happening.
- It is just a joy to visit Knockbreck Primary School. I find the pupils to be polite, well mannered and always enthusiastic about attending their lessons.
- We nearly always get fantastic engagement from the school. The most recent example, was following a talk on folklore I was given poems and art the children had done to help illustrate the stories for us.
- Great communication from school, very welcoming atmosphere always.

## Staff

- Our school is a welcoming environment for students, staff and parents with a strong sense of community and belonging.  
Staff feel valued and respected and are happy to go the extra mile to do everything to support each other.
- I'm very fortunate to be employed at Knockbreck Primary and be part of a caring, supportive team of people. We trust and respect one another. We share common goals and values.  
We have excellent leadership, they encourage us, make us feel appreciated and treat us equally.  
There is very much a feeling of belonging and being part of a team.

## 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:

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

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

Highland Progressions – Numeracy and Literacy  
Assessment, Tracking and Monitoring  
Transition towards our new campus

## 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 our website

<https://sites.google.com/tainroyalacademy.net/knockbreck/home>

or by contacting the school office.