



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

North Kessock Primary School



We always try our best; We are kind and helpful; We take care of each other; We listen; We tell the truth; We look after property

Introduction: Local and National Context

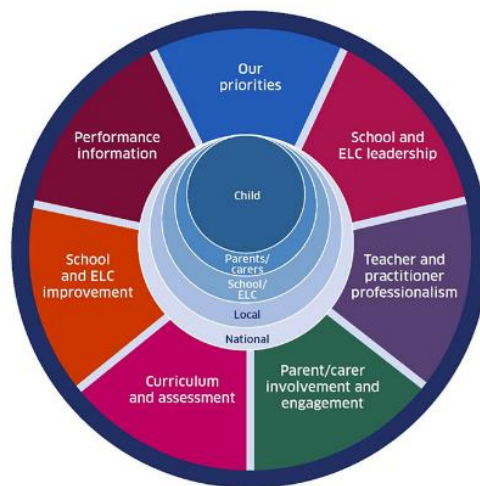
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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%

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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.

Miriam Mackay
Head Teacher
North Kessock Primary School

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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 92.1%	Average Class Size 23	Meeting PE Target Target Met
Pupil Numbers (inc nursery) 136 (+47 nursery)	Teacher Numbers 8	Pupil Teacher Ratio 16.7

N3 12%	N4 14%	P1 11%	P2 12%	P3 10%	P4 11%	P5 9%	P6 9%	P7 12%
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SIMD Q1¹ 0-10%	SIMD Q2 0-10%	SIMD Q2 0-10%	SIMD Q3 0-10%	SIMD Q5 90+%	Unknown 0-10%
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ASN² 10-20%	No ASN 80-90%	FSM³ 70-80%	No FSM 20-30%	EAL⁴ 0-10%	No EAL 90+%
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2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Majority	Almost all	Most

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Vision: Learn daily, laugh often and be the best that you can be.

Values and Aims: We always try our best
We are kind and helpful
We take care of each other

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

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

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We listen
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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:

Learning, Teaching & Assessment

Purpose:

North Kessock Primary School has worked to implement and engage with the Highland Literacy and Numeracy road maps as well as the new Progression Frameworks for Literacy to continue to further develop both Literacy and Numeracy in the school. Teachers have engaged with professional reading into high quality learning and teaching in order to further develop their own practice. Teachers have engaged with 'Teaching Sprints' which provides strategies in making small, meaningful changes to practice and used methodology from 'Power Up Your Pedagogy' to inform this.

Progress:

- ✓ Teachers have engaged with both the Highland Road Maps for both Literacy and Numeracy
- ✓ Teachers have implemented the Literacy Progression Frameworks
- ✓ Teachers have attended Literacy training in spelling and writing
- ✓ Teachers have attended Numeracy training in 'Language for Maths'
- ✓ Teachers have attended the Highland Numeracy Progression assessment training and undertaken assessments with pupils
- ✓ School has introduced and developed the use of a new tracking tool to track pupil progress in Listening and Talking, Reading, Writing and Numeracy.
- ✓ Teachers have undertaken the NSA and SOFA assessments for Literacy and Numeracy
- ✓ School has achieved the Bronze Award for Rights Respecting School and worked towards the Silver Award.
- ✓ A Health and Wellbeing Overview has been created and implemented this session.
- ✓ School has continued to engage with SHANARRI.
- ✓ School has embedded its Curriculum Rationale

Impact:

- ✓ Both Road Maps have informed learning and teaching and provided teachers with additional resources to support all learners in making progress.
- ✓ Literacy Progression Frameworks have been a useful planning and tracking tool as well as beneficial for assessing and making secure judgements on pupil progress.
- ✓ Literacy training has allowed teachers to further develop their skills in learning and teaching of spelling and writing.
- ✓ Numeracy training has aided teachers to effectively teach mathematical language as part of the curriculum.
- ✓ Tracking tool tracks pupil progress over the session in order to improve attainment. It will give teachers useful information at transition.
- ✓ Teachers are able to make use of NSA and SOFA assessment outcomes to identify learning gaps and improve attainment.
- ✓ UNCRC rights are being promoted throughout both school and nursery as part of our curriculum alongside the SHANARRI indicators and form part of the Health and Wellbeing Overview that

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- ✓ Teachers have engaged in professional reading of Teaching Sprints and Power Up your Pedagogy and used strategies from their learning to implement in classroom practice.

informs teaching and planning of health and wellbeing

- ✓ Staff, children and parents are familiar with the Curriculum Rationale and it is promoted throughout school and nursery
- ✓ Professional reading has allowed teachers to reflect on own practice and undertake professional development which supports improvements to learning and teaching

Next steps:

- Create a new Learning and Teaching policy; continue to develop tracking procedures, assessment of pupils and moderation of their work to ensure secure judgements of pupil progress; to engage with new Highland Council Numeracy documents; to develop outdoor learning in conjunction with the Flourish Charity as school's new garden is created; attend Literacy for All training; work towards gaining Silver Rights Respecting School Award.

School Priority:

To raise attainment in writing at North Kessock Primary School

Purpose:

To continue to raise attainment in writing across North Kessock Primary School (year 2 of 3 year development) and embed and implement strategies from 'Explicitly Teaching Writing' training and 'Talk for Writing'.

Progress:

- ✓ **Teachers implementing strategies from 'Explicitly Teaching Writing' training sessions.**
- ✓ **Teachers new to the school upskilled in 'Explicitly Teaching Writing' strategies.**
- ✓ **Writing Overview created and implemented.**
- ✓ **Teachers have engaged with Highland Literacy Road Map.**
- ✓ **Teachers using Highland Literacy Progression Frameworks for Listening and Talking, Reading and Writing.**
- ✓ **Pupil Council liaised with rest of the children to share their views about learning in writing and shared examples of writing work with each other.**
- ✓ **Pupil Council identified handwriting as a focus and introduced incentives.**
- ✓ **Pupil Progress meetings take place termly and writing continues to be a focus.**

Impact:

- ✓ Attainment in writing is improving.
- ✓ Teachers have further developed skills in teaching writing with a focus on skills for different genres of writing.
- ✓ The Writing Overview has ensured there is a consistency and progression in the approach towards the teaching and learning of writing.
- ✓ Teachers have used the Literacy Road Map to further support pupils' learning in writing.
- ✓ Teachers have used the Highland Literacy Progression Frameworks to plan lessons from as well as to assess and moderate pupil progress.
- ✓ Pupil voice has allowed children to be involved in decisions about teaching and learning in writing.
- ✓ Pupil voice has been used to promote handwriting skills and handwriting is improving across the school.
- ✓ Focus on under-attainment in pupil progress meetings ensures that interventions take place

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- ✓ **Lesson observations by the head teacher have taken place for writing.**
 - ✓ **Teachers have observed each other teaching writing.**
 - ✓ **Teachers have engaged in a range of professional development for writing and spelling.**
 - ✓ **Writing has been moderated by teachers.**
 - ✓ **Writing jotter scrutiny has taken place.**
- to support pupils under-attaining in writing to narrow the attainment gap.
 - ✓ Monitoring of writing (observations, peer observations, writing moderation, jotter scrutiny and assessment) demonstrated that good progress continues to be made in raising attainment in writing.
 - ✓ Monitoring of writing demonstrated that strategies learned by teachers during training are being used to good effect.

Next steps:

- Undertake further training for 'Explicitly Teaching Writing' and for 'Talk for Writing;' continue to develop tracking procedures, assessment of pupils and moderation of their work to ensure secure judgements of pupil progress/ raise attainment in writing; attend Literacy for All training.

School Priority:

To develop play and learning in North Kessock Nursery

Purpose:

Following collaborative discussions with ELC staff and ongoing development of early writing, look to further develop play and learning with a focus on STEM (Science, Technology, Engineering, Maths) to develop early numeracy skills.

Progress:

- ✓ **ELC staff have undertaken training in Emerging Writing and Words Up.**
- ✓ **Children given early writing opportunities both indoors and outdoors within ELC setting.**
- ✓ **Early writing opportunities have been monitored in Nursery through observations and scrutiny of planning, Learning Profiles and Floor Books.**
- ✓ **ELC setting has worked alongside school to further embed SHANARRI indicators and UNCRC rights of the child.**
- ✓ **ELC setting is part of work towards moving from Bronze to Silver Rights Respecting School Award.**
- ✓ **ELC staff have upskilled themselves in learning opportunities to develop early Science, Technology and Numeracy skills.**
- ✓ **Nursery has invested in resources to promote learning in Science, Technology and Numeracy.**

Impact:

- ✓ Strategies have been implemented to extend children's literacy experiences.
- ✓ Literacy/ writing is evident within both the indoor and outdoor environment.
- ✓ Monitoring of early writing opportunities in Nursery demonstrated that early Literacy skills are being promoted and developed as part of both indoor and outdoor learning. This is extending children's learning experiences in all aspects of literacy, notably writing.
- ✓ Children's learning opportunities include promotion of their rights/ SHANARRI as part of early learning in health and wellbeing.
- ✓ Children have learning experiences in Science, Technology and Numeracy available to them in ELC setting which are tracked in profiles. Children's skills are being extended in these areas.
- ✓ Children's development is being tracked regularly and gaps identified. Interventions are then being implemented to address gaps.
- ✓ Staff, children and parents are familiar with the Curriculum Rationale and it is promoted throughout school and nursery

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- ✓ **The ELC setting tracked learning throughout session using a Developmental Overviews tracker.**
- ✓ **Principal Teacher monitors learning in Nursery using Developmental Overview tracker. A targeted intervention plan is created and shared with ELC staff.**
- ✓ **Curriculum Rationale is promoted in the ELC setting as well as school.**

Next steps:

- Continue to develop early literacy skills and engage in training; continue to involve Nursery in Rights' Respecting Schools' work; continue to develop learning/ engage in training in STEM subjects; be part of the outdoor learning development alongside the Flourish Charity's garden development on school site.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

We have used our Pupil Equity Fund (PEF) to allow us to have an additional PSA for 2.5 days a week to support learning. All pupils accessing this additional support have been identified based upon attainment outcomes at the end of the 2022-23 session. This has been reviewed each term as part of the pupil progress meetings to allow changes to be made, if needed. Teachers have liaised closely with the PSA to ensure that the correct interventions are in place, based upon the needs of the pupils. Interventions are primarily literacy based.

The PSA (funded by Pupil Equity Funding) has led numerous interventions this session. 100% of the pupils with listening and talking intervention have met their targets. 67% of pupils with phonics/ reading intervention have met their targets/ 100% of pupils who had numeracy intervention have met their targets.

Some pupils with attendance concern in 2023/24 had additional intervention with the PEF funded PSA. Out of those pupils, 83% met their target for listening and talking, 50% of those pupils met their target for reading, 67% of those pupils met their target for writing and 100% of those pupils met their target for numeracy. This involved very few pupils in North Kessock Primary School.

PEF funding has further been used to invest in Nessy software to support pupils with virtual interventions for phonics, reading and spelling.

PEF funding has further been used to provide additional reading materials for P1-3 pupils.

We have been able to use some of the Pupil Equity Fund to give teachers additional time away from class to assess our younger pupils on a 1:1 basis. This has allowed teachers to fully understand what a child is secure in with their learning and what gaps they have, which allows teachers to effectively improve each child's attainment. Where such assessments have taken place in the summer term, this information has been shared with the child's next teacher to help them to continue to provide targeted support for pupils in their new class for 2024-25.

Wider achievements

Coileanaidhean nas fharsainghe

Children at North Kessock Primary School have taken part in various sports competitions, including cross country races, athletics events, football tournaments. Children continue to benefit from the Saturday football club and there has been an after school athletics club run by parents in preparation for the Baillie Cup event. The school had successes at several events, winning at the Baillie Cup and the Ross-shire Cross Country events.

Children have had opportunities to achieve in Arts, including Christmas concerts, Easter Egg art competition and our termly Tawonashe trophy, which is awarded to a pupil who has excelled in the Arts, as chosen by school staff.

Each term, the Flint Award for Good Citizenship is given out, as voted for by pupils.

Each week, there is a celebration assembly where children are awarded merit certificates for good work, a Champion Class and the winning House of the week are announced. Pupil Council, following participation in work focusing on learning in writing in the school, award weekly handwriting awards in collaboration with teachers.

As well as a school Achievement wall, each class has a Mountaintop Moment wall where wider achievements are shared. Children also share their achievements to their Google Classrooms.

The Parent Council have worked closely with school staff to organise a Family Fun Day at school as well as discos for children in both school and nursery during the school session.

The children are working with resident groups from the local community to help to look after the community larder; they have planted fruit trees together and have worked with members of the local community to improve the grounds of the school and developed a school garden. They have contributed to the designs for the art murals in the North Kessock underpass. They have helped to harvest the community orchard.

North Kessock Primary School has been selected to be the pilot school for the Flourish charity's garden development and is currently having an area of its outdoor space transformed into a garden that will include a pond, a greenhouse, numerous plant beds, fruit trees and play areas. This garden will be used for outdoor education and to use horticulture therapy as a means to support mental health and wellbeing. Its success will be measured by St Andrew's University. This project provides the school with an additional teacher with a focus on outdoor learning.

The school runs a number of nurture groups, including Seasons for Growth groups (by trained staff in supporting children who have experienced change, loss and bereavement); Attention Autism 'bucket' groups (again by staff trained in this approach) and baking groups.

Comments from learners, families, stakeholders and staff

Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

Link to pupil comments about what they like about North Kessock Primary School and what would make it even better:

<https://jamboard.google.com/d/1DgkqiqPfk3rpba3lInfw622yLLmCpGWsCxGXNdceyH4/viewer?f=0>

Families

'Open and inclusive. Positive school culture and keen to provide a range of opportunities for all children.'

Committed staff, good standards of behaviour, staff know children and families well. Well looked after learning areas. Outside space. Good transition from nursery and to Fortrose.

Ease and comfortableness of discussing any concerns with teachers. Children very much like their teachers and find them approachable.

It seems to be a well managed school, with an active headteacher. Being a small school is a strength the children are well known by a range of teachers and pupils which helps them to settle and feel included. There seems to be a lot of joint working between different year groups again promoting relationships and support.

Small community school. Teachers work hard and this is much appreciated. Teachers engage well with parents. Teachers are warm and welcoming when in the school. Homework is good.

Nice indoor and outdoor play areas, excellent transition to P1. Great caring staff, friendly relationship with parents, welcoming environment. Issues dealt with well.

Facilities are brilliant, staff are friendly and caring. My child's key worker is fantastic, and really cares for him.

Staff and Stakeholders

North Kessock Primary School's strength is celebrating children's success and achievements.

Staff show a good work ethic, are conscientious in their teaching and have a good rapport with each other and the pupils.

Staff readily discuss issues and support each other.

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
QI 1.3 Leadership of change	Good	Good
QI 2.3 Learning, teaching and assessment	Good	Good
QI 3.1 Wellbeing, equality and inclusion	Good	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	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

Priority One for 2024-25: Learning, Teaching and Assessment

Priority Two for 2024-25: to continue to raise attainment in writing

Priority Three for 2024-25: to work in collaboration with the Flourish Charity and the new school garden area to develop outdoor learning to promote health and wellbeing

All of the above priorities include the ELC setting as well as the school.

Planning ahead

A' planadh air adhart

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/fortroseacademy.org.uk/nkps> or by contacting the school office.

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