

Standards and Quality Report

2021/22

NORTH KESSOCK PRIMARY SCHOOL



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HIGHLAND COUNCIL | FERRY BRAE, NORTH KESSOCK, INVERNESS, IV1 3WX

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

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.

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 in order to shape our improvement journey.

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

Our School/Cluster/ASG (Delete as required)

North Kessock is a village situated on the Black Isle and is part of the Fortrose ASG. It is connected to Inverness by the Kessock Bridge and the village is a commuter area for people who work in Inverness. The village continues to increase significantly in size during a time of house building in the local area and the school catchment is from a variety of socio-economic backgrounds. The number on roll for 2022/23 will be 139 pupils and currently an additional 36 children in the Nursery. The school had been arranged into seven straight classes for 2021/22 but is projected to be arranged into 6 composite classes (as well as a separate Nursery) for 2022/23. As of August 2021, the Nursery has offered the 1140 hours model in a new, purpose built nursery building.

Our ongoing focus this session has again been on recovery as a result of the pandemic. Measuring attainment, identifying gaps in learning (through assessment) and prioritising teaching and learning has been a focus this session. Teachers use a range of tools to measure attainment to inform teaching and learning, including SNSA and SOFA assessments, baseline assessments in reading and spelling, Lexia reading programme and meet termly to discuss pupil progress with a focus on under-attainment.

In the session 2021/22, the average rate of attendance has been 90.4% (as of end of Term 3) and there has been one incident of exclusion of 3 days.

Our School Vision, Values and Aims

Our school vision

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

Our Values and Aims

We aim to ensure that all children:

Are safe

Are happy

Demonstrate good attitudes to learning

Care for themselves and others

The aims uphold our values (the three Bs), which are:

Be safe

Be a learner

Be caring and kind



Be safe, Be a learner, Be caring and kind

Pupil Voice: what is working well in our school?

Our children and young people identified the following strengths for our school this session:

- 'Teachers make you feel included' P6
- 'Teachers help you if you're struggling' P6
- 'Teachers take bullying really seriously' P6
- 'Loose parts play and the P1/ P6 water-wall' P6
- 'Teachers change things so everyone gets to do things they can do' P5
- 'Lots of stuff to do outside' P5
- 'Teacher always make learning fun' P5
- 'Having different teachers for different subjects' P7
- 'the teachers and the PSAs' P7
- 'The transition events for Fortrose Academy are good' P7
- 'Doing Science experiments' P7
- 'People help others when they have hurt themselves' P1
- 'Teachers and PSAs care and look after us' P1
- 'Good teachers and we learn how to be safe and active' P2
- 'The school has improved since lockdown' P3
- 'People smile when they play' P3
- 'Pretty much everything' P4
- 'The rules' P4
- 'The food options in the canteen at lunch and break' P5
- 'We celebrate different occasions' P5

Pupil Voice: what changes would you like to see made?

Our children and young people identified the following changes they would like to see and the difference these changes could make.

- P6 'We need more after school clubs'
- P6 ' We would like to do other sports and have more sports equipment'
- P6 'We would like more playground areas for different sports'
- P5 'More presentations on Chromebooks and have games for other topics'
- P7 'We'd like more cooking classes'
- P7 'We would like a new obstacle course'
- P7 'We would like more supplies, for things like art'
- P7 'We would like more trips out of school'
- P7 'We would like longer breaks'
- P1 'We could learn about more stuff'
- P2 'Less maths and play with our friends more'
- P2 'Give us more playtime'
- P3 'Doing baking'
- P3 'Growing vegetables for the canteen'
- P3 'More Science and make potions'
- P4 'Outdoor classroom in the wild garden'
- P4 'More outdoor learning'
- P4 'the obstacle course to be back'
- P5 'Make the old nursery garden into something else that each class can use'
- P5 'Half day Fridays!'



Our Improvement Journey Headlines Session 2021/22

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

Improvement Project 1: Recovery from Covid-19 impact

Primary focus: Curriculum and assessment

Year of Project: 2

Purpose: Focus on health and wellbeing of pupils, the recovery of learning, teaching and assessment and a focus on attainment to address any gaps caused by impact of Covid-19.

Progress and impact:

Progress	Impact	HGIOS Q.I	NIF
Baseline assessments took place in Term 1 and data analysed by teachers to inform planning and teaching – pupils have been regularly assessed throughout session and outcomes and scrutinised by teachers to identify gaps and prioritise learning.	Teachers use baseline assessment results to identify gaps and prioritise learning and work to narrow any gaps in learning that children have. This ensures that all pupils make progress from their starting points and narrows attainment gaps.	1.3, 2.3, 3.2, 2.2	School and ELC Leadership; Teacher and Practitioner Professionalism; School and ELC improvement; Performance Information
SNSA assessments took place for Primary 4 and Primary 7 pupils in Term 2 and for Primary 1 pupils in Term 4. For P4 and P7 teachers, the outcomes of the SNSA assessments have informed teaching and learning.	By undertaking the SNSA assessments earlier in the session, teachers are able to use the data meaningfully to inform teaching and learning – both by looking at individual pupil data and whole class outcomes. By using data meaningfully, this allows teachers to ensure all pupils make progress.	1.3, 2.3, 3.2, 2.2	School and ELC Leadership; Teacher and Practitioner Professionalism; School and ELC improvement; Performance Information



SOFA assessments have taken place for Primary 5 and Primary 6 pupils by Term 3 and outcomes used to inform teaching and learning (SOFA assessments taken place in Term 4 for P3)	By investing in SOFA assessments, teachers in P5 and P6 classes are able to use the data meaningfully to inform teaching and learning – both by looking at individual pupil data and whole class outcomes.	1.3, 2.3, 3.2, 2.2	School and ELC Leadership; Teacher and Practitioner Professionalism; School and ELC improvement; Performance Information
Under-achievement – further assessments of targeted groups (such as use of PM Benchmarks for Reading)	Teachers used assessment strategies to gather further data on children's attainment gaps and used to personalise learning for these pupils.	1.3, 2.3, 3.2, 2.2	School and ELC Leadership; Teacher and Practitioner Professionalism; School and ELC improvement; Performance Information
Learning Logs track each child's learning and teachers have been allocated additional time to meet with pupils to discuss their learning with them and support them to set their own targets for learning	Children are aware of the strengths in their learning and the areas they are developing in and can self-assess their progress. This allows all children to set their own targets for learning and know what to do to achieve the targets.	1.3, 2.3, 3.1, 3.2, 2.2, 2.7	School and ELC Leadership; Parent involvement and engagement; School and ELC improvement
Termly pupil progress meeting continue to take place with a focus on under-attainment.	By looking at this each term and head teacher analysing data further and sharing with teachers, this regular focus on next steps in narrowing attainment gaps leads to focussed teaching and learning and improvements in pupil progress.	1.3, 2.3, 3.1, 3.2, 2.2	School and ELC Leadership; Teacher and Practitioner Professionalism; School and ELC improvement; Performance Information



Moderation has taken place for literacy and numeracy	Consistency in teacher judgements and development of teacher professionalism. Assists in teacher confidence around achievement of a level, which supports overall improvement in performance.	1.3, 2.3, 3.2, 2.2	School and ELC Leadership; Teacher and Practitioner Professionalism; School and ELC improvement; Performance Information
Children's achievement is celebrated in weekly virtual assemblies, on Google Classrooms, on displays (Mountaintop Moment boards in classes and school's achievement wall) and in Learning Logs.	Improvements evident in mental health and wellbeing by celebrating achievements.	3.1, 3.2	School and ELC improvement; parent involvement and engagement
Pupil's progress and areas for development – shared with parents at virtual parents' meetings in Terms 2 and 3 and sharing of Learning Logs and end of year report	Parental involvement and engagement is encouraged and parents have good understanding of their child's progress and where they can support them.	2.7, 1.3, 2.3, 3.1, 3.2	Parent involvement and engagement; teacher and practitioner professionalism; performance information
Nurture Room developed by PSAs and used for Nurture groups with a focus on developing social skills as well as using the Nurture zone for ASN pupils	Improvement evident in behaviour as pupils able to communicate better with each other. Improvements evident in listening and talking. Improvements in behaviour have led to progress in learning.	1.3, 3.1, 2.7	School and ELC leadership; school and ELC improvement
HWB continues to be focus of recovery curriculum – P.E and Daily Mile activities as well as mental HWB work (decider skills, resilience alphabet, SHANARRI) and a whole school Term 4 topic of	Improvement in HWB evident across both school and nursery settings. Children in both school and nursery undertake at least 2 hours x P.E or Active Play sessions per week.	3.1, 3.2	Curriculum and assessment; school and ELC improvement



'Happy Healthy Highlanders'			
Online Safety workshop held for parents led by Robert Quigley	Parents engaged and involved in learning how to support their children to be safe online.	2.7, 3.1,	Parent involvement and engagement; curriculum and assessment
Marking code updated and marking and feedback policy amended to reflect current practice – agreed approach to marking, feedback and presentation.	Consistent approach to marking that is progressive according to age and stage gives pupils understanding of what they have done well and what they can do to improve.	1.3, 2.3, 3.1, 3.2, 2.2	School and ELC Leadership; teacher and practitioner professionalism; school and ELC improvement
Reading Trackers adopted across school in Term 3	Allows teachers to track all pupils' progress in reading and to identify gaps in learning to address.	1.3, 2.3, 3.2, 2.2	School and ELC Leadership; teacher and practitioner professionalism; school and ELC improvement; curriculum and assessment
Parent Council meetings take place regularly and SIP priorities are discussed as part of these meetings	Parents are engaged and involved in SIP and understand the school's priorities and its progress towards them.	2.7, 1.3, 3.2	Parent involvement and engagement; School and ELC Leadership
PEF funding – used to employ an additional PSA who works with pupils on under-achievement (as identified as under-performing in 2020-21)	Under-performing pupils given additional support in small groups on specific areas they need to make progress in. Gaps in attainment are narrowed.	1.3, 2.3, 3.1, 3.2	School and ELC improvement; Performance information
Promoting Positive Behaviour Policy, revised Golden Rules have been embedded this session.	Pupils understand expectations of behaviour within the school. Good behaviour allows for effective teaching and learning to take place.	1.3, 3.1, 3.2	School and ELC improvement



<p>Vision, Values and Aims – revisited by pupils, staff and parents at start of session</p>	<p>Values and Aims updated by all stakeholders and now reflect the values and aims of NKPS.</p>	<p>1.3, 3.1, 2.7</p>	<p>School and ELC Leadership; parent involvement and engagement</p>
<p>New purpose built Nursery has been fully developed by EYPs, including the development of the outdoor space.</p>	<p>EYPs have created learning zones in Nursery, ensured they are accessible to all children for free flow of play based learning and for outdoor learning.</p>	<p>1.3, 2.3, 3.1, 2.2</p>	<p>School and ELC Leadership, curriculum and assessment, teacher and practitioner professionalism, school and ELC improvement</p>
<p>Working Parties set up to develop the areas of: Outdoor Learning, Play Based Learning and Rights Respecting School</p>	<p>Teachers and EYPs develop leadership skills in 1 of 3 key areas for school development.</p> <p><u>Outdoor Learning:</u> successfully awarded a grant to spend on outdoor development – to be used to improve Nursery outdoor space (shelter/ outdoor equipment) and to be used to provide seating for the outdoor classroom; trees and flowers have been planted.</p> <p><u>Play based learning:</u> Learning through play folder has been created and shared for all staff to use; P1 and P6 joint project on outdoor play; P1 developed use of floorbooks; older year groups developed play projects at second level; loose</p>	<p>1.3, 3.1, 3.2, 2.7, 2.2</p>	<p>School and ELC Leadership; teacher and practitioner professionalism; curriculum and assessment; school and ELC improvement</p>



	<p>parts play successfully introduced for whole school.</p> <p><u>Rights Respecting School</u>: organised successful charity events (such as Ukraine walk); packs for Rights Respecting Schools made available to all teachers; SHANARRI surveys/ work and topics linked to rights implemented across school.</p>		
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Good progress was made in this area, although progress in the Working Parties' work has been hampered by numerous changes in staffing throughout the session.

Next steps:

- Revisit Vision, Values and Aims (ASG level?)
- Further develop Rights Respecting School and apply for RRS Bronze Award
- Establish Class Charters and Right of the Fortnight (RRS)
- Further embed SHANARRI across school
- To understand and improve assessment and moderation strategies in learning, teaching and assessment
- To focus further on developing teaching and learning of writing
- Seek additional opportunities to develop community engagement/ parental involvement



Improvement Project 2: to further develop numeracy and maths

Primary focus: Curriculum and assessment

Year of Project: 1

Purpose: To revisit and improve planning for numeracy and maths, to assess numeracy and maths effectively to inform teaching and learning and to embed numeracy and maths across the curriculum.

Progress and impact:

Progress	Impact	HGIOS Q.I	NIF
All teachers participated in Story Problems CPD provided by Highland Numeracy Team	Teachers confident in teaching and learning of Story Problems and Counting Collections across the school. Use of a range of concrete resources evident.	1.3, 2.3, 3.2, 2.2	School and ELC Leadership; Teacher and Practitioner Professionalism; Curriculum and Assessment; School and ELC improvement
Lesson observations had numeracy focus: Story Problems	Good teaching of Story Problems observed and children making good progress in developing mathematical problem solving skills. Children observed to have significantly increased in confidence around mathematical discussion and use of language of maths.	1.3, 2.3, 2.2, 3.2	School and ELC Leadership; Teacher and Practitioner Professionalism; Curriculum and Assessment; School and ELC improvement
Maths moderation meeting had focus on Story Problems activities undertaken by pupils	Teachers' confidence in making judgement of pupils' attainment has increased. Consistency in judgements being made across school.	1.3, 2.3, 3.2, 2.2	School and ELC Leadership; Teacher and Practitioner Professionalism; Curriculum and Assessment; School and ELC improvement
Maths resources were audited, gaps identified and additional resources invested in.	All maths topics have necessary resources for effective teaching and learning to take place.	1.3, 2.3, 3.2, 2.2	School and ELC Leadership; Teacher and Practitioner



			Professionalism; Curriculum and Assessment; School and ELC improvement
'Numeracy across the curriculum' training attended by teachers	Teachers giving additional opportunities for maths skills to be reinforced/ embedded across curriculum.	1.3, 2.3, 3.2, 2.2	School and ELC Leadership; Teacher and Practitioner Professionalism; Curriculum and Assessment; School and ELC improvement
Pupils' attainment in maths assessed using SNSAs, SOFAs, Leckie Maths assessments, HNP assessments	By undertaking assessments in maths, teachers are using data meaningfully to inform teaching and learning – both by looking at individual pupil data and whole class outcomes. By using data meaningfully, this allows teachers to ensure all pupils make progress.	1.3, 2.3, 3.2, 2.2	School and ELC Leadership; Teacher and Practitioner Professionalism; Curriculum and Assessment; School and ELC improvement; Performance Information

Good progress was made in this area, although changes to staffing and staff absence has had its impact.

Next steps:

- Continue to develop moderation opportunities for Numeracy/ Maths (ASG?)
- Continue to develop use of assessment to inform teaching and learning in maths
- Continue to seek out additional opportunities for Maths to be taught across the curriculum
- Consider intervention strategies to support under-achieving pupils in Numeracy/ Maths
- Teachers to continue to engage with HNP & Education Scotland training resources to further develop their Numeracy/ Maths skills



Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Satisfactory
3.2 Raising attainment and achievement	Good

Our children and young people believe we have made the following progress this session:

Theme 1 Our relationships	Excellent
Theme 2 Our learning and teaching	Excellent
Theme 3 Our school and community	Very good
Theme 4 Our health and wellbeing	Excellent
Theme 5 Our successes and achievements	Excellent

Our overall evaluation of our school's capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Planning Ahead

Full details of the school's 2022/23 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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