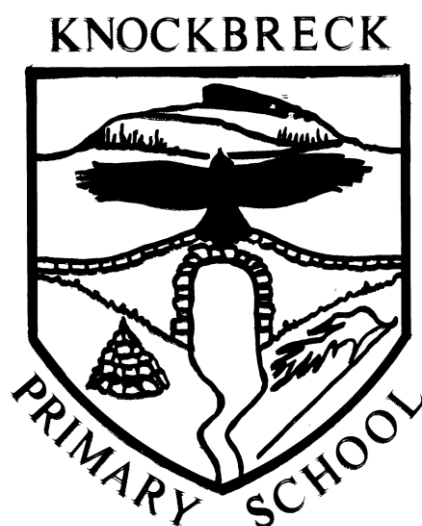


Standards and Quality Report

2021/22



Knockbreck Primary School

HIGHLAND COUNCIL | ISLE OF SKYE

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 progressing towards achieving these positive outcomes and changes.

Our Cluster

Knockbreck is a rural school, located in Waternish, with one Nursery and one multi-composite P1-7 class, although all our pupils are currently in P3 and 4. We currently have a roll of five pupils in the primary and three children in our Nursery. We have no enrolments for Nursery next session, so the setting will be mothballed.

There remains a strong sense of community pride and school events are always well supported. The school provides a very caring and supportive environment for all learners. All learners contribute to the life and work of the school.

Knockbreck has a committed Parent Council who support our school. The school has successfully used Pupil Equity Funding (PEF) funding to support inclusion and achievement and we plan to continue this model over the next session.

At the start of this session, the Class Teacher post was shared by two teachers. One teacher first reduced her working days, then retired. This has led to some instability in staffing. The class is now shared by three teachers, two of whom are new to the school. Next session, we will have one full-time class teacher which will give much more stability and continuity. The Head Teacher embarked on a career break in February and then retired in June. In February, the new Acting Head Teacher became head of a new tri-cluster: Macdiarmid, Knockbreck and Edinbane Primary Schools.

From January to April, the schools suffered from several outbreaks of Coronavirus, which had a huge impact on attendance and staffing.

Our Cluster Vision, Values and Aims



Respect, Effort, Self-Belief, Positivity, Empathy, Creativity, Teamwork

Pupil Voice: what is working well in our school?

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

What is great about Knockbreck? May 2022



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.

What can we make better next year?

Mentimeter

Knockbreck May 2022

swings	slids	More art and new art acwitmint like more paints
slibs	more play ground aqutmint	new books
nyoo books	nyoo rebing eryur	mor in tresting books

biger reading area new booksbiger reading area and new books	a bigger tent	carmin ereyar
do lots more pe	more pe	bring books from homebiger reading area faiy litsblackentscosena bigger tents
sacel bacs inthe plagranb	have a day when we bring our pet's to school	mor lego
mor toys	we could pot more toys to play with	have a day when we are teachers and teach the adults things they dint know
bilbing stuf	llet the childring have a day of	more lego
go on more scoll trips and do more peand more artmore mathsmore playgroundlike swings slidshave a day when the tetchers are childen		

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:

Primary focus: School and ELC improvement

Year of Project: 2

Purpose: Improving Health and Wellbeing for all learners following school closures

Progress and impact:

- ✓ Pupils were trained in a range of programmes to promote wellbeing, resilience and readiness to learn. Pupil voice sessions showed that all learners felt their health and wellbeing had improved.
- ✓ Weekly virtual assemblies fostered a sense of belonging, created a space to discuss health and wellbeing issues and allowed us to begin to develop vision, values and aims across the cluster.
- ✓ John Muir award topic promoted wellbeing and allowed us to explore our local area and link with local businesses.
- ✓ Whole school topics with a focus on mental health and wellbeing allowed learners to engage in rich discussions and develop efficient coping strategies.
- ✓ Regular outdoor learning sessions improved health and wellbeing.
- ✓ Children's self-evaluations show that very good progress was made in this area.

Next steps:

- Continue to develop health and wellbeing as a core area of the curriculum in line with standard school planning of learning and teaching.

Improvement Project 2:

Primary focus: Curriculum and assessment

Year of Project: 2

Purpose: Recovery of learning, teaching and assessment following school closures

Progress and impact:

- ✓ Recovery curriculum has been implemented in literacy, numeracy and health and wellbeing and data shows that the majority of our learners have made good progress towards their next CfE level.
- ✓ Interdisciplinary learning is in place and has increased pupil motivation and confidence and evidence that skills for life learning and work are being developed is clear in planning documents.
- ✓ All learners are benefitting from a structured, progressive framework for numeracy with teachers using the SHM maths scheme to plan quality learning and teaching.
- ✓ All pupils took part in assessments across core curricular areas to ascertain next steps in learning.
- ✓ SNSA assessments for P4 and P7 were carried out early to ensure the assessment data was useful in planning targeted next steps for learners.
- ✓ Flexible pathways are in place for learners to ensure support and challenge, and to meet individual needs.
- ✓ Reading resources have been increased.
- ✓ We have made good progress in this area, despite huge disruptions to staffing and attendance due to the pandemic.

Next steps:

- ✓ Continue to develop planning and assessment across numeracy.
- ✓ Standardise planning across the cluster for core curricular areas.
- ✓ Develop use of numeracy assessments across the cluster.
- ✓ Continue to develop learning conversations to allow pupils to have greater ownership over their learning.

Improvement Project 3:

Primary focus: Parent/carer involvement and engagement

Year of Project: 2

Purpose: *Increase parental engagement*

Progress and impact:

- ✓ *Quality Assessment Tasks have been used across the cluster to deliver quality learning and teaching and provide the basis for valuable learning conversations.*
- ✓ *Virtual Parents' evenings were held across the cluster with all parents attending.*
- ✓ *As restrictions eased, parents were finally invited into schools for an Open Afternoon to share their children's learning. Feedback confirmed that all parents found this valuable.*
- ✓ *Teachers use benchmarks in their continuums to track learner's progress and ensure full coverage of the core areas of the curriculum. Data shows that the majority of our learners are attaining the expected level for their age. Interdisciplinary learning has been used to track learning across the recovery curriculum and beyond.*
- ✓ *Chrome tabs were purchased to enable staff to develop digital profiling.*
- ✓ *Nursery classes made good use of social media groups to share learning with parents.*
- ✓ *Primary classes continue to use Class Dojo to keep parents informed about learning and updated on targets and next steps.*

Next steps:

- ✓ Further improve digital profiling by creating a whole-cluster focus on regular, relevant updates.
- ✓ Continue to invite parents into school and rebuild relationships following the removal of restrictions.

Evaluation of Progress

We believe we have made the following progress this session:

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

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

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

Our overall evaluation of our Macdiarmid and Knockbreck'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 by contacting the school office. Regular updates will be shared in newsletters.