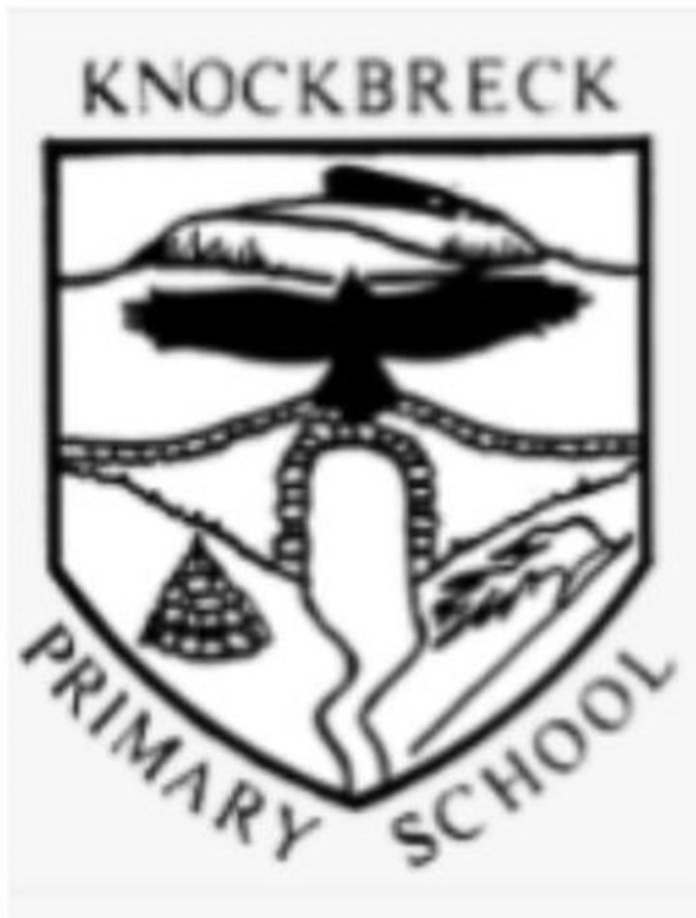


STANDARDS AND QUALITY REPORT

2022/23



KNOCKBRECK PRIMARY SCHOOL
HIGHLAND COUNCIL | HALLIN IV55 8GP

Introduction: Local and National Context

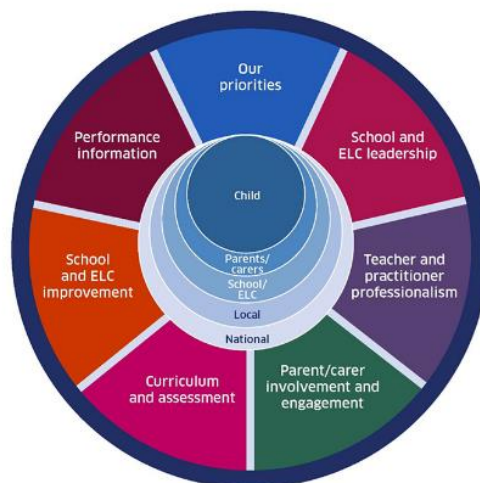
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

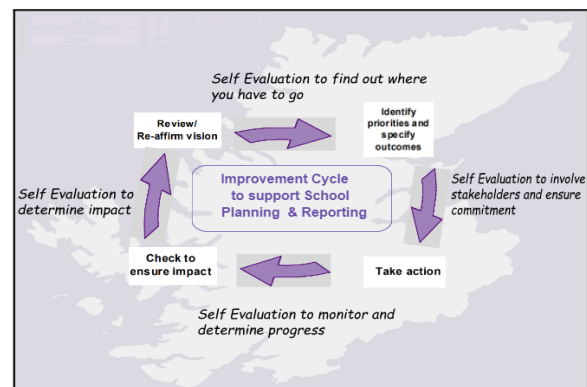
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

*Fiona Goss
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.

Attendance
96.7%

Average Class Size
6

Meeting PE Target
Target Met

Pupil Numbers
6

Teacher Numbers
1

Pupil Teacher Ratio
6

Knockbreck Primary School Dunvegan is a rural one teacher school located in Waternish in the north west of Skye.

There are 6 children attending the school, ranging from P1 – P5. The nursery was mothballed in 2022 and there are no new enrolments expected.

The headteacher has overall leadership responsibility for Macdiarmid Primary School, Edinbane Primary School and Knockbreck Primary School. The headteacher is supported by a principal teacher who is based at Macdiarmid Primary School. Staff and children from both schools work together regularly.

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 satisfactory. Some children achieve appropriate CfE levels in literacy and numeracy. Most children who face barriers to learning are making satisfactory progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Satisfactory progress

Writing

Satisfactory progress

Listening and talking

Good progress

Numeracy

Satisfactory progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our Vision

To provide a happy, caring atmosphere, in partnership with parents and the local community in order to ensure every child achieves their full potential and becomes a confident individual.

Our Values underpin the work we do across our school community:

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

Our Aims

1. To deliver a curriculum where all children meet the capacities of the Curriculum for Excellence, becoming successful learners, confident individuals, responsible citizens, and effective contributors.
2. To ensure that all children achieve appropriate levels of attainment in line with the Curriculum for Excellence and to create an ethos of achievement and celebration.
3. To ensure that the curriculum is accessible to all as an equal opportunities school.
4. To create an atmosphere where children co-operate with each other and have the confidence to become independent learners with a positive attitude towards their self-esteem, confidence, learning programmes and development.
5. To develop in children a respect of the environment of the school and the wider environment, through the curriculum and the fostering of positive qualities towards citizenship.
6. To ensure that the school is a safe, secure and welcoming environment for all pupils, staff, parents, community and visitors to the school.
7. To create a partnership with parents and the wider community; to value the community contribution to the life of the school and the education of the pupils.
8. To provide opportunities for staff for continuing professional development, including Staff Development and Review.

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:

Improve attainment in literacy and numeracy

Purpose:

We want to improve Numeracy and Literacy outcomes for all learners.

Progress:

- ✓ Staff have engaged in personal professional development such as Wraparound Spelling.
- ✓ Staff engage in professional dialogue to discuss approaches to teaching and learning to raise attainment.
- ✓ Literacy and numeracy resources have been organised to support teaching and learning.
- ✓ Structured numeracy schemes are being implemented to provide depth and progression in learning and teaching.

Impact:

- ✓ SNSA and teacher assessment data shows that teachers are making confident judgements.
- ✓ All learners are benefitting from a structured, progressive framework for numeracy with teachers in line with the Highland Numeracy Progression Framework.
- ✓ SNSA assessments for P4 and P7 were carried out early to ensure the assessment data was useful in planning targeted next steps for learners.

Next steps:

- Develop robust tracking and monitoring systems for of literacy and numeracy.
- Establish a collegiate approach to tracking and monitoring of literacy across the ASG.
- Effective moderation practices to be implemented across the cluster and ASG.
- Familiarise staff with updated Highland Literacy Progression Framework.

School Priority:

Develop Cluster Vision, Values and Aims

Purpose:

Our staff and learners want to develop our Vision, Values and Aims as well as our relationships now that we have officially become a tri-cluster.

Progress:

- ✓ New Head Teacher appointed for the tri-cluster.
- ✓ Tri-cluster events and assemblies held
- ✓ Head Teacher has worked with pupils to begin to develop what makes each school unique to begin to write visions for each school. Pupil and parent voice included.
- ✓ Decision to have individual vision and aims with shared values (in consultation with pupils and staff) taken.

Impact:

- ✓ Students and staff are beginning to feel a sense of belonging to the cluster.
- ✓ Pupils are becoming more confident to share thoughts and opinions with the cluster during assemblies.
- ✓ Friendships being built across pupil groups.
- ✓ Parents are happy with the opportunities for children to socialise.

RESPECT, EFFORT, SELF-BELIEF, POSITIVITY, EMPATHY, CREATIVITY, TEAMWORK

Next steps:

- Individual school visions to be finalised and shared.
- Staff, pupil and parent voice surveys to develop values and aims for the Tri-cluster.
- Value led assemblies to be carried out to continue to develop sense of belonging.
- Calendar of tri-cluster events created.
- Develop a “House” system across the tri-cluster.

School Priority:

Improve Pupil Voice and learning environments

Purpose:

To ensure outdoor spaces are used effectively to promote positive relationships and wellbeing at Knockbreck: Improve outdoor spaces by building shelters/dens, decorating current shelters, and creating more opportunities for outdoor play.

Progress:

- ✓ Parent Council purchased new scooters for all the children.
- ✓ Den building equipment and other playground equipment purchased.
- ✓ Shelter and mud kitchen built.
- ✓ More access to local walks and outdoor learning.
- ✓ Tri-cluster visits.

Impact:

- ✓ Children are building better relationships with each other.
- ✓ Children are developing social skills when working with children from other schools across the tri-cluster.
- ✓ Sense of pride and belonging.

Next steps:

- Further develop tri-cluster links to build friendships.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

PEF funding for Knockbreck has been used to support additional activities such as equine therapy and pottery to support pupils with additional support needs. PEF money has also been used to develop staff with the teaching of writing across the cluster which develops a collegiate approach to improvement.

Wider achievements

Coileanaidhean nas fharsainghe

Took part in Coronation Art competition.

Pupils take part in out of school activities such as swimming, horse riding and shinty.

P5 pupil attended the ASG Cross Country event on her own!

Comments from learners, families, stakeholders and staff

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

What makes our school special?

- Outdoor experiences
- Having one teacher
- Mrs McGillvray's cooking
- The focus on books and reading for enjoyment.

Next steps:

- More opportunities to work with other schools across Skye

"A small school has its advantages and disadvantages. I like that they get to be themselves without a lot of the peer pressure that bigger schools experience. I don't want them going to High School not knowing anyone else though so the cross school activities last term were fab."

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

Improve attainment in literacy with a focus on writing.

Develop a collegiate approach to moderation

Continue to improve teaching and learning within multi-composite classes through sharing good practice and by powering up our pedagogy.

Planning ahead

A' planadh air adhart

Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website or by contacting the school office