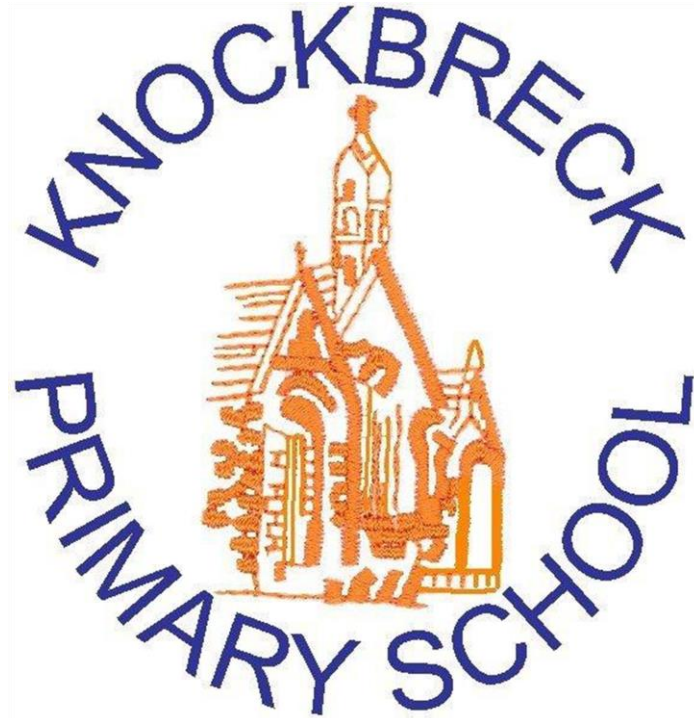


STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2022/23



Knockbreck Primary SC

HIGHLAND COUNCIL ANKERVILLE ST, TAIN, IV19 1BL

To be respectful and honest. To enjoy and have enthusiasm for learning. To have confidence and make the most of opportunities. **Motto** To be happy to by yourself. **Values RESPECT** (Resilience, Enthusiasm, Self-Motivation, Perseverance, Equity, Commitment, Togetherness)

Introduction: Local and National Context

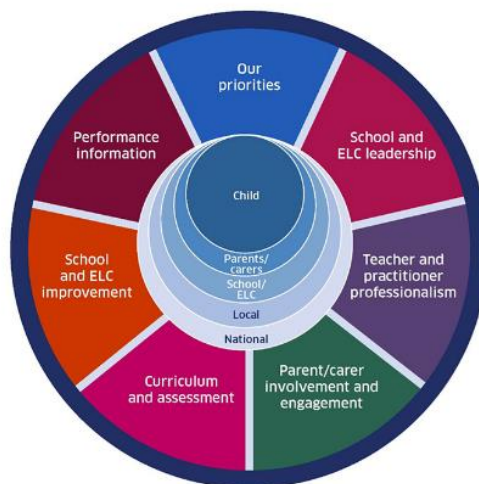
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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%

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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

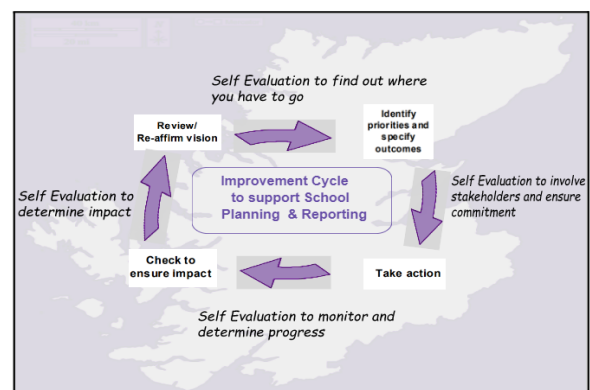
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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 daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Jane Mackay

Head Teacher

Knockbreck 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 94.7%	Average Class Size 24.3	Meeting PE Target Target Met
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Pupil Numbers 170	Teacher Numbers 10	Pupil Teacher Ratio 17.9
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N3 XX%	N4 XX%	P1 13.5%	P2 13.5%	P3 12.4%	P4 14.1%	P5 12.9%	P6 17.6%	P7 15.9%
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SIMD Q1¹ 0-10%	SIMD Q2 30-40%	SIMD Q3 60-70%	SIMD Q4 0-10%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 30-40%	No ASN 60-70%	FSM³ 70-80%	No FSM 20-30%	EAL⁴ 0-10%	No EAL 90+%
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2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Most	Most

We have had no exclusions this year.

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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School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

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.

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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:

Raising Attainment for All

Purpose:

To raise attainment for all pupils and reduce the attainment gap

Progress:

Content:

All teaching staff attended Epic 8 training looking at comprehension strategies

All teaching staff attended Talk for Writing training

All teaching staff worked together to recap and revise mental maths strategies and training using the Highland Numeracy Progression resources

We have continued to embed our Careers and Meta Skills progression into our curriculum rationale, working alongside all stakeholders.

Impact:

- Observations through learning visits show greater consistency in the effective teaching of reading
- Evidenced through our school trackers almost all learners have made progress in their reading.
- Jotter sampling, cross marking and observations, show that almost all pupils have made progress, within the level, using the talk for writing techniques.
- Writing has improved across the whole school by 17%. 67% of pupils are now on track with writing.
- Observations through learning visits show pupils talk more confidently about the strategies they have used. They are able to make connections and patterns with numbers when carrying out choral count activities.
- Teaching staff have confidently shared knowledge, expertise and resources and some have observed each other, to inform their own practice
- All teachers, pupils and PSA's are familiar with our skills progression. Meta Skills are being shared along LI and SC in our daily lessons.

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- Skills detectives from Primary 7 are supporting all pupils to recognise and identify the meta skills they are using in school, in the classroom and the playground and supporting them to celebrate these in their individual profiles
- Our Career Progression and Meta Skills have been shared with all stakeholders through a Skills Assembly, a Meta Skills display in the hall, classroom visits from our Community Partners as well as return visits to their place of work.

Next steps:

- Revise the resources, training and assessment material for the Highland Numeracy Progression
- As a staff, look at the HC Literacy Roadmap and undertake the Listening and Talking training provided as well as adopt the Highland Literacy Frameworks
- Continue to embed Meta Skills into the curriculum, working closely with all stakeholders.

School Priority:

Health and Well-being

Purpose:

To raise mental health awareness with all staff and pupils

Progress:

Impact:

Content:

Mikey's Line held mental health workshops for pupils, staff and parents to raise awareness.

Mikey's Line Youth Champions were set up within the school to provide support for all pupils

A mental health (Mikey's Line) notice board was set up in school to share information and details of support available

Staff session allowed teachers to undertake training but also time for themselves to ask questions or get individual support for themselves

Mikey's Line parent session was made available for any parents who wished to attend

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Nurture Groups for targeted pupils have run Successfully for both infant and upper targeted pupils, all year. This was successfully timetabled at the beginning of each day as an emotional check in and a soft start to the day.

Boxall profiles were used at the beginning and the end of the year to measure impact. The interventions for these pupils will be long term interventions, due to deep routed trauma, and so it is too early for progress to be seen.

Nurture groups were fully resourced using a grant from Parent Council funding in conjunction with a local supermarket.

Through pupil discussions and emotional check ins in the rainbow room, it's had a positive impact on the pupils' wellbeing, emotional state and ability to attend school

Comments made by parents at child plan meetings support the pupils view that targeted support through the Rainbow Room has had a positive impact on the pupils' wellbeing and attendance.

Reduction in pupils requiring emotional support to access school. (20 pupils previously receiving support in the morning reduced to 10)
These pupils were continually late and required support to get out of the car or into school. This has halved over this session.

Decider Skills continue to be embedded across the school

All pupils were involved in revision of all Decider Skills Strategies

Staff carried out a survey and agreed which strategies were the most effective – these were focussed on.

Each class took ownership of one of the chosen strategies and completed a display in the gym hall.

Strategies were shared again with individual parents, in child plan meetings, so pupils had consistency of using the same strategies out of school.

Next steps:

Continue with the infant and upper nurture groups each morning, providing emotional support for individual pupils

Continue to use Decider Skills as part of our classroom and playground practice.

Appoint new Youth Champions and continue to work with Mikey's Line to support all stakeholders.

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Purpose:

To develop consistency in resource and learning, teaching and assessment, across the ASG, including between Primary and Secondary.

Progress:

Content:

ASG Numeracy Group discussed and moderated current numeracy practice in Tain schools.

Impact:

It was agreed that HNP will be used by Tain ASG and revised training will be on the SIP for all Tain schools next session.

Across the ASG it was agreed that the Aberdeen Progression would be adopted as an additional planning tool for maths. This can be highlighted to show coverage and then there will be consistency amongst the ASG. These colours will be as follows:

- Term 1 - Blue
- Term 2 - Pink
- Term 3 - Green
- Term 4 – Yellow

Schools have lots of different tools and resources and these should be used and dipped into to help support teaching and planning.

Other Possible Online Resources were agreed:

Free:

Dr Frost (recommended by TRA)
MathsBot
Transum Maths

Paid:

MathsBox
Rigour Maths

They carried out HNP assessments with a targeted group in each school and moderated across the ASG.

As a group, the diagnostic assessment training was revisited to provide consistency carrying out the assessments for next session

Agreed assessment timescale for ASG of August and January using the digital assessments, for the majority of pupils (once staff have completed the digital assessment training) Agreed timescale will allow consistency in moderation

1:1 diagnostic assessments to be used for targeted pupils.

Next steps:

HNP training for all teaching staff in the Tain ASG as part of the working time agreement
HNP digital assessment training for all teaching staff in the Tain ASG, as part of the working time agreement
Planned assessments built into the Tain ASG assessment calendar

Progress and impact of Pupil Equity Fund Adhartas agus buaidh Maoin Cothromas Sgoilearan

20/24 pupils in P1 improved their phonological awareness

14/19 pupils in P2/3 receiving targeted interventions, from EYP, have made good progress and no longer require additional support, scoring 10 or above in their phonological awareness assessments

25/28 pupils have improved their attendance – they are now above 80%
3 pupils continue to be monitored closely over 4 week periods

20 pupils were receiving daily emotional support in August 2022. 10 pupils continue to receive daily emotional support in May 2023 but 10 pupils are coping well and no longer receive daily support

Wider achievements Coileanaidhean nas fharsainghe

Knockbreck achieved the Digital Schools Award
Knockbreck achieved the Bronze Award from Rights Respecting Schools
Knockbreck won the Tain ASG Dancing Competition
Knockbreck had 3 winners out of five categories in the Tain ASG writing competition
One of our P7 pupils was awarded Primary School Pupil of the Year
Two pupils from Knockbreck won a national competition designing apps through SDS and Make it Happen

Comments from learners, families, stakeholders and staff Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

Parents

I think improvement actions have been handled well for all age groups. I think mike's line etc is fantastic thing for all age groups to talk about.

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I really appreciate seeing the updates on the Facebook page and via the Google accounts. I think the school have done a great job in making improvements in all three areas and it is fantastic that it has been filtered all the way through the school and not just for the older pupils.

Always grateful for the care and support my children get in their Education

Great work being done by all - I can see improvement in my child's work (reading and writing) and she is progressing - I can see strategies are making a difference.

Pupils

People are helping and being responsible and respectful in the playground and classroom

Talking about your maths like talking about what strategy you are using is really helpful

Talk for writing is very fun and I really enjoy it, you do sign language for writing.

Stakeholders/Community Partners

Lovely morning with the children and teachers at the skills assembly.

Very welcoming. Lovely atmosphere with coffee and cake too!

Lovely school always clean and tidy. Staff always very accommodating.

Staff and students very welcoming would definitely come back to present

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:

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

Our overall evaluation of our capacity for continuous improvement is:

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We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Highland Progressions – numeracy and Literacy
Moderation and Tracking
Ethos – working towards new 3-18 campus

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 <https://sites.google.com/tainroyalacademy.net/knockbreck/home> or by contacting the school office

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