

STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2022/23



North Kessock Primary School

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

Introduction: Local and National Context

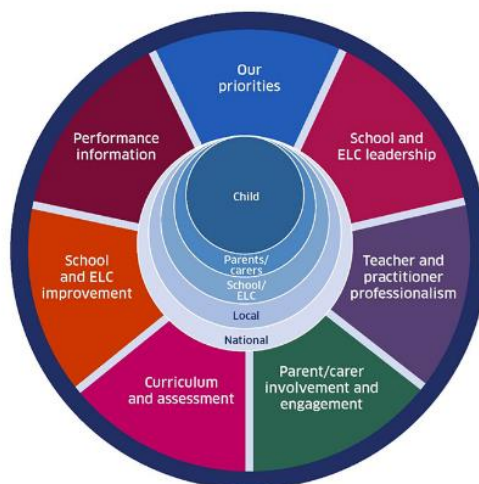
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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 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

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

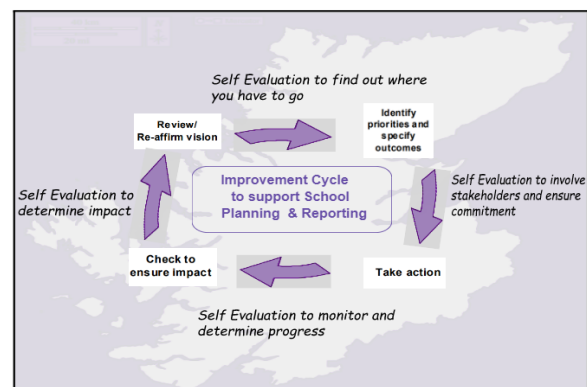
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Miss Miriam Mackay
Head Teacher
North Kessock 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 92.2%	Average Class Size 22	Meeting PE Target Target Met
----------------------------	---------------------------------	--

Pupil Numbers 132 (+ 43 in ELC) = 175	Teacher Numbers 8 (+ 6 ELC staff)	Pupil Teacher Ratio (school) 17.4
---	---	--

N3 11.4%	N4 13.1%	P1 13.7%	P2 10.8%	P3 12.5%	P4 10.3%	P5 9.1%	P6 11.4%	P7 9.1%
--------------------	--------------------	--------------------	--------------------	--------------------	--------------------	-------------------	--------------------	-------------------

SIMD Q1¹ 0-10%	SIMD Q2 0-10%	SIMD Q3 0-10%	SIMD Q4 90+%	SIMD Q5 0-10%	Unknown 0-10%
-------------------------------------	-------------------------	-------------------------	------------------------	-------------------------	-------------------------

ASN² 10-20%	No ASN 80-90%	FSM³ 70-80%	No FSM 20-30%	EAL⁴ 0-10%	No EAL 90+%
----------------------------------	-------------------------	----------------------------------	-------------------------	---------------------------------	-----------------------

2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Majority	Most	Majority

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

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

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
We listen
We tell the truth
We look after property

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:

Developing a Curriculum Rationale

Purpose:

As part of their learner journey, all children and young people in Scotland are entitled to experience a coherent curriculum from 3 to 18, in order that they have opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today's world. This project will support stakeholders to take curricular aims and translate them into practice through considerations, activities and ways of working to support the process of curriculum making. Development of a Curriculum Rationale will ensure that everyone within the school is clear about what they are aiming to achieve through the curriculum. When a school has a rationale for its curriculum, it means that everyone involved with the school can answer the question 'What do we want for our children and how will we work together to achieve this?'

Progress:

- ✓ Education Scotland's self-evaluation toolkit was used to make a start in developing an up to date Curriculum Rationale
- ✓ Classes did local area work at the start of this session to generate discussion about North Kessock to help inform Curriculum Rationale
- ✓ School and ELC staff worked collaboratively on starter questions to develop Curriculum Rationale during in- service days
- ✓ Questionnaires for parents included questions relating to the Curriculum Rationale to allow for their involvement and engagement
- ✓ School staff are all engaging with equality and diversity work
- ✓ Principal Teacher is leading a Rights Respecting Schools group in order to gain Bronze Award and work towards Silver Award

Impact:

- ✓ Education Scotland's toolkit provided a starting point and an action plan for work with pupils, parents and staff which helped to create a Curriculum Rationale that accurately represents North Kessock Primary School
- ✓ Pupils can explain what is unique about their school
- ✓ Staff worked on 3 questions: What makes North Kessock unique? What do we value? What do we want to do, but aren't/ can't yet? This promoted discussion and provided information for the Curriculum Rationale and ultimately helped to create an effective document
- ✓ Questionnaires to parents gave them the opportunity for input into the Curriculum Rationale

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

- ✓ Developing our outdoor space – children raised funds to buy more playground equipment and took a lead in selecting and purchasing resources
- ✓ Developing our outdoor space – an open day welcomed families and local community members into the school grounds to renovate our outdoor space.
- ✓ Teachers have updated long term planning documents to ensure a broad and balanced coverage of Curriculum for Excellence in every year group
- ✓ Final version of the Curriculum Rationale is being agreed with staff, pupils and parents in both ELC and school
- ✓ Jamboards to each class (from Pupil Council) asked the same questions of the children. This provided further information for the Curriculum Rationale and contributed to the final document
- ✓ All staff have undertaken Equality and Diversity training and are able to promote this in school/ nursery
- ✓ Rights Respecting School – Action Plan to be submitted by the end of session in order to gain Bronze Award. A learning walk in September 2022 showed that all classes have a class charter in place.
- ✓ Pupil Council took a lead with identifying an area to develop, namely resources for the playground. They were responsible for liaising with their peers to ensure they spent funding on favoured equipment. According to Pupil Council, children have more choices at playtimes and has improved the playtime experience overall.
- ✓ Following attendance at a community meeting and in organising an open day to develop our outdoor space, the school is working in much closer partnership with local community groups, including supporting the North Kessock Resident's Association in looking after the community larder, planting fruit trees and participating in transforming the underpass in the village
- ✓ Kessock's Got Talent show has taken place in Kessock Hall
- ✓ Although there are still some areas to continue to develop, very good progress was made in this area overall.

Next steps: continue to develop Rights Respecting Schools and embed in school and nursery; continue to develop outdoor space; continue to extend and develop links to the community, set up a Steering Group for Equality and Diversity; share Curriculum Rationale with all stakeholders and ensure pupils can speak confidently about what is unique about their school.

Purpose:

To raise attainment in writing across North Kessock Primary School.

Progress:

- All teachers have undertaken 5 'Explicitly Teaching Writing' training sessions
- Teachers are implementing strategies from 'Explicitly Teaching Writing' method of teaching writing
- Teachers are leading learning in writing to ensure all pupils make progress
- ASG (associated school groups) moderation of writing – piece of writing planned with age and stage partners from all Black Isle primary schools, met again to moderate written pieces following teaching and learning
- Pupil Progress meetings take place termly and writing is one of the focuses
- Writing jotter scrutiny took place in January & May 2023
- Writing lesson observations taken place in Terms 3 and 4
- Children's views gathered on writing

Impact:

- ✓ Teachers have added to their skills in teaching writing with a focus on skills involved in different genres of writing
- ✓ Teachers implementing strategies taught at 'Explicitly Teaching Writing' training
- ✓ Teachers shared good practice with age and stage partners from other Black Isle schools
- ✓ Teachers' moderation of writing led to increased confidence in own judgements of pupils' writing which has a positive impact on attainment in writing
- ✓ Focus on under-attainment at pupil progress meetings ensure that interventions take place to support pupils under-attaining in writing and progress is then monitored to narrow the gap
- ✓ Writing/ literacy assessment work and the analysis of the results leads to more targeted teaching and learning in writing
- ✓ By looking at writing jotters, there is evidence that progress over time is being made by pupils and effective feedback is being given to help children to continue to improve
- ✓ Jotter scrutiny shows that strategies from both 'Explicitly Teaching Writing' and 'Talk for Writing' are being used to good effect with the children
- ✓ Writing lesson observations have a focus on implementation of 'Explicitly Teaching Writing' strategies.
- ✓ Lesson observations showed children with clear understanding of new strategies, good understanding of the genre being taught, oral practising of sentences and good progress was evident.
- ✓ Good progress has been made to raise attainment in writing at North Kessock Primary School. This work will continue to be built upon and remain a priority for 2023-24.

Next steps: create a writing progression document to evidence what genres are covered in each year group and what writing strategies are being implemented (use of Explicitly Teaching Writing, Talk for Writing, Emerging Literacy); involve children in writing scrutiny; parental workshop for writing.

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

Purpose:

To develop writing within the Nursery setting and contribute to the development of a Curriculum Rationale.

Progress:

- Observation of writing opportunities in Nursery by Head teacher
- Monitoring of writing opportunities in Nursery by Principal Teacher – looking at floor books, Learning Logs and planning
- Early Years Practitioners (EYPs) have undertaken CPD in Emerging Literacy and Words Up
- EYPs have been part of the work around developing the Curriculum Rationale
- EYPs have been part of the Equality and Diversity work and have developed use of UNCRC in Nursery

Impact:

- Lot of evidence of writing related activities within the Nursery environment, based on Emerging Literacy strategies.
- Good interaction between Early Years Practitioners (EYPs) and children to extend the children's writing experiences
- Variety of writing opportunities are evident in the children's profiles – parents are able to see their child's success by photos and comments added by EYPs
- Emerging Literacy strategies (including writing development) are a feature of planning documentation which is subject to ongoing evaluation
- Literacy is part of the termly summary in Nursery, where each child's learning is reflected upon
- Literacy/ writing is evident within both the indoor and outdoor environment
- Children's writing opportunities using Emerging Literacy practices are evident in Floorbooks
- EYPs are using writing moderation proformas to measure and moderate children's progress in literacy
- EYPs contributed to discussions for Curriculum Rationale alongside the rest of the staff with a focus on what is unique/ special about our setting and what improvements we could make. Points from the discussion have been used to form the final Curriculum Rationale document.
- Equality and Diversity is being developed within the ELC setting, including children's books forming part of the Nursery reading corner
- In developing the UNCRC, reference is being made to the articles within this on displays and on parents' information board.

Next steps: ensure that all Nursery staff have undertaken Words Up and Emerging Literacy training; continue to embed Equality and Diversity within the setting; involve Nursery in Rights Respecting Schools' work; continue to extend and develop links to the community, set up a Steering Group for Equality and Diversity; share Curriculum Rationale with all stakeholders and ensure pupils can speak confidently about what is unique about their school.

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 3 days a week to support learning. All pupils accessing this additional support have been identified based upon attainment outcomes at the end of the 2021-22 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. 71% of the pupils with listening and talking intervention have met their targets. 89% of pupils with phonics/ reading intervention have met their targets. 70% of pupils who undertook a writing intervention have met their targets.

PEF funding has previously been used to buy 65 licences for the Lexia reading recovery programme (online). Children identified across the school who can benefit from the use of this programme. Children use Lexia and undertake follow up activities with teacher/ PSA (funded by Pupil Equity Fund). 82% of pupils with intervention in reading achieved targets set.

SOFA attainment tests for Literacy and Numeracy were purchased and used in Primary 3 upwards. This helps to support teacher judgement in reading, writing and numeracy as well as identify any gaps in learning which informs teachers' planning for teaching and learning.

No nonsense phonics kit purchased – used by PSAs on 1:1 basis with children who benefit from additional reading support with a focus on phonics.

Two members of staff now trained as Seasons For Growth companions. They are able to lead groups in the Seasons for Growth programme, which supports children who have experienced change, loss and bereavement. Two groups have undertaken the programme this session and the resources needed for the programme have been purchased using PEF funding. Additionally, books for equality and diversity, bereavement and loss have been bought and are available for all staff to use as needed with pupils. 12 children have taken part in this programme. 83% of participants felt that the programme helped them 'lots' or 'heaps.' All parents reported that the programme was 'excellent.'

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.

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 have had additional after school clubs offered, including running, athletics and rugby. Children continue to benefit from the Saturday football club.

Children have had opportunities to achieve in Arts, including Christmas concerts, Easter Egg art competition, Kessock's Got Talent show,

Each term, the Flint Award for Good Citizenship is given out, as voted for by pupils.
Each term, the Tawonashe Trophy is awarded to someone who has excelled in the Arts, as chosen by school staff.

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.

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 a Garden SOS Day.

NKPS has been successful in winning the Inverness Castle time capsule competition.

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 are due to contribute to designing and creating further art work for the North Kessock underpass.

Comments from learners, families, stakeholders and staff

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

Learners: 'I like writing because it makes my brain stronger.' 'I like writing because it's fun and it makes me happy.' 'I like writing because it helps me learn and it's good for me.' 'We are a very caring community and we all get on.' 'We are quite small so we know each other.' 'The school is in a good place in the middle of the village.' 'We have a big playground and an outdoor classroom.'

Staff: 'We are part of a growing community that continues to grow and evolve.' 'Everyone knows everyone at North Kessock Primary School.' 'We are a big family school.' 'The school comes together in unity and the children support each other.' 'We have a kind and caring staff.' 'Parental involvement is strong and the children's voice is listened to.' 'There are good learning opportunities and experiences.'

Families: 'North Kessock very much feels like a community school where everyone is welcome.' 'There are good class numbers – no overcrowding.' 'North Kessock is a small school, in a lovely open area with caring teachers.' 'All staff are working hard to create a nurturing learning environment.' 'It is a small country feel school. It is lovely that staff know all the children by their name. Staff are mostly warm and friendly.' 'There is a caring and thoughtful cook.'

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

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 2023-24: Learning, Teaching and Assessment

Priority Two for 2023-24: to continue to raise attainment in writing

Priority Three for 2023-24: to develop play and learning in North Kessock Nursery

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