



# Standards and Qualities Report

## 2022 - 23

**North West Sutherland Schools**

*We learn through play, we learn in safety, we learn with respect.*

# 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 daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Graeme Smart  
Head Teacher  
North West Sutherland Schools

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## School Profile

### Pròifil na Sgoile

North West Sutherland Schools is a group of schools comprising Kinlochbervie High School, Kinlochbervie Primary School, Durness primary School and Scourie Primary School and the associated nursery/ELC's. The school group serves the remote communities of North West Sutherland with a large and sparsely populated catchment area stretching from the Kylesku Bridge in the west to the southern tip of Loch Eribol in the east. This report has a break down for each school and a review of progress which reflects last sessions school improvement plan which was written in collaboration with all schools in the group.

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.

#### Durness Primary School:

Attendance 95.2%	Average Class Size 2	Meeting PE Target Target Met
Pupil Numbers 2	Teacher Numbers 1	Pupil Teacher Ratio 2:1

Durness Primary School is located in a rural setting serving the local community of Durness in the Far North West of Scotland

There are 2 children attending the school and 4 children in nursery, ranging from N3 - P7. P1 - 7 are taught together in a single multi-stage class and there is a separate nursery for 3 and 4 year olds.

The headteacher has overall leadership responsibility for Durness Primary School, Kinlochbervie Primary School, Scourie Primary School and Kinlochbervie High School. The headteacher is supported by a team of deputy head teachers and principal teachers. Staff and children from all 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 very good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. All who face barriers to learning are making very good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading	Writing	Listening and talking	Numeracy
Very good progress	Very good progress	Very good progress	Very good progress

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We have had no exclusions this year.

## 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.

#### Kinlochbervie Primary School:

<b>Attendance</b> 92.78%	<b>Average Class Size</b> 10.5	<b>Meeting PE Target</b> Target Met
<b>Pupil Numbers</b> 21	<b>Teacher Numbers</b> 2	<b>Pupil Teacher Ratio</b> 10.5:1

2021/22 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Most	Majority	All	Most

Kinlochbervie Primary School is located in a rural setting serving the local community of Kinlochbervie in the Far Northwest of Scotland

There are 21 children attending the school and 4 children in nursery, ranging from N2 - P7. P1 – 4 and P5-7 are taught together in two multi-stage classes and there is a separate nursery building for 2-, 3- and 4-year-olds.

The headteacher has overall leadership responsibility for Kinlochbervie Primary School, Durness Primary School, Scourie Primary School, and Kinlochbervie High School. The headteacher is supported by a team of deputy head teachers and principal teachers. Staff and children from all 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 very good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Almost all children who face barriers to learning are making very good progress towards meeting their individual targets.

Overall children are making the following progress:

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Good progress	Good progress	Very good progress	Good progress

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We have had no exclusions this year.

## 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.

#### Scourie Primary School:

**Attendance**  
93.36%

**Average Class Size**  
10.7

**Meeting PE Target**  
Target Met

**Pupil Numbers**  
17

**Teacher Numbers**  
1.6

**Pupil Teacher Ratio**  
10.7:1

#### 2021/22 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

**Reading**

Most

**Writing**

Most

**Listening and talking**

All

**Numeracy**

Majority

Scourie Primary School is located in a rural setting serving the local community of Scourie in the Far Northwest of Scotland

There are 16 children attending the school and 4 children in nursery, ranging from N3 - P7. P1 - 3 and P 4-7 are taught together in two multi-stage classes and there is a separate nursery for 3- and 4-year-olds.

The headteacher has overall leadership responsibility for Scourie Primary School, Durness Primary School, Kinlochbervie Primary School, and Kinlochbervie High School. The headteacher is supported by a team of deputy head teachers and principal teachers. Staff and children from all 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.

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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 good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Almost all children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Good progress	Good progress	Very good progress	Good progress

We have had no exclusions this year.

**For secondary schools:**

<b>Pupil Numbers</b>	<b>Attendance</b>	<b>Teacher Numbers</b>	<b>Pupil Teacher Ratio</b>	<b>Meeting PE Target</b>	
26	82.14%	8.4	3:1	Target Met	
<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>
6	4	5	5	2	4
<b>SIMD Q1</b>	<b>SIMD Q2</b>	<b>SIMD Q3</b>	<b>SIMD Q4</b>	<b>SIMD Q5</b>	<b>Unknown</b>
0%	0%	100%	0%	0%	0%
<b>ASN</b>	<b>No ASN</b>	<b>FSM</b>	<b>No FSM</b>	<b>EAL</b>	<b>No EAL</b>
XX%	XX%	XX%	XX%	XX%	XX%

**Attainment in literacy and numeracy:**

**Broad General Education**

2021/22 Proportions of pupils achieving expected Curriculum for Excellence Levels at S3

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Most	Most	Most	Most

**Senior Phase**

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All pupils in the senior phase achieved level 5 literacy and Numeracy last year.

### School Leavers

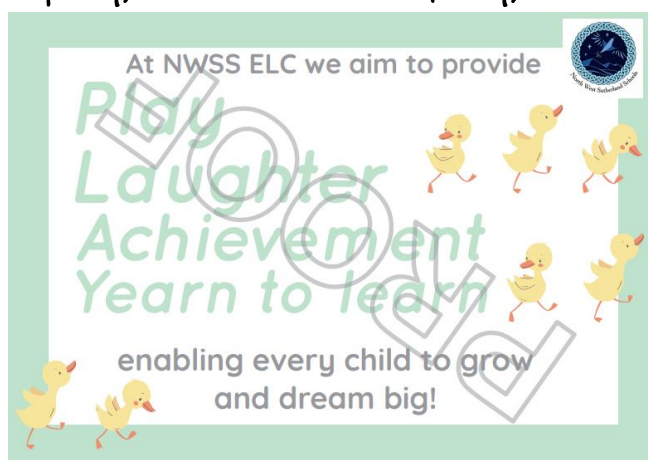
100% of leavers went on to positive destinations in the last 3 years.

We have had no exclusions this year.

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

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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**

#### **Purpose:**

This project has been developed in response to dips in attainment in both Literacy and Numeracy across Highland. There is a variation in confidence across schools in using the Benchmarks to judge pupils' levels of attainment.

#### **Progress:**

We identified the following key focus strands which we wanted to focus on in the year as being

- The planning & use of assessments to enhance teaching
- Developing opportunities for teaching visits across the ASG and further afield.
- Encouraging a readiness to learn with all the pupils.
- Ensuring a consistency of high-level teaching and learning across the ASG.

#### **Impact:**

- ✓ Staff agreed to complete P4/7/S3 standardised assessments in November, rather than March, so that the results could be used more diagnostically for teachers to plan further learning. This was found to be hugely beneficial by all teaching staff as gaps in learning were identified early in the school year.
- ✓ Staff participated in moderation activities organised by the QAMSO rep. These helped to increase staff confidence with use of benchmarks to assess pieces of pupils' work.
- ✓ ELC & Primary staff had opportunities to share and observe good practice through class visits and Seesaw app. This allowed less experienced teachers to benefit from more experienced colleagues and allows

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staff who work in small schools to see what is happening across the ASG without excessive travel.

- ✓ All P7-S6 pupils attended a careers fair containing a wide variety of career options. This helped to focus & motivate pupils by highlighting qualifications that they would require in order to pursue their chosen path.

#### Next steps:

- Further develop opportunities for learning visits across the stages, the ASG and the authority
- Adopt the authority's tracker for senior phase
- Develop online profiles for pupils to encourage their ownership of their learning and to encourage parental engagement.
- Adopt a staff development programme similar to The Teaching Sprints format.
- Work with families to improve attendance which will ultimately have an impact on attainment.

School Priority:

## Rights Respecting Schools Journey

#### Purpose:

This project is a continuation of a journey we began some time ago which was interrupted by Covid. We recognise the need to ensure that children are aware of their rights, that these rights are respected and that children have an awareness that not all children have equal access to these rights.

#### Progress:

Silver award achieved March 2023

#### Impact:

The following is extracted from the Silver Accreditation Report:

Children displayed a good knowledge of rights, sharing a selection of examples of rights they had been learning about in assemblies and in their classes. They understood that everyone had an entitlement to rights and spoke about their right to water sharing with us what they were learning about in class and telling us they *“had to make and sign pledges to use less water”* and how the older class joined with the younger pupils to make humming birds to show this.

✦ Article of the month is a feature in assemblies and then worked around it is continued in class. The children and young people from the Rights Respecting Steering Group (RRSG) have created an annual calendar which links specific events to rights. This is followed throughout the year and the children and young people's work is beautifully displayed across all the schools with explicit links to rights referenced.

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✦ Parents and the wider community are kept informed of the schools' rights respecting journey through posts on social media, on Seesaw and the local newspaper.

✦ One staff member regaled how the younger children know their rights and use them within everyday life "... *taking away their rights when they don't get to play very often*".

This was a highly successful project which linked all sectors of our 3 - 18 schools in a united aim to ensure shared understanding of the UNCRC. This is now becoming embedded across the schools.

### Next steps:

Ensure staff and young people have an understanding that rights are inherent, inalienable, indivisible, universal and unconditional, using language appropriate to children and young people's age and ability. Consider using the RRSA resource [ABCDE of Rights](#).

✦ Further strengthen secondary and early years engagement with the RRSA journey, embedding rights-based language and involvement of all in planning next steps. Utilise First Steps to Rights to support teaching and learning.

✦ Continue to support parents and the wider community to learn about and understand the CRC and engage with the school's rights respecting journey. This could include support and further information on the Facebook/ school newsletter and home school learning activities.

### School Priority:

## Pupil Health and Wellbeing

### Purpose:

We continue to see the effect of Covid and lockdown on the mental well being of many of our pupils and in addition we have always had a number of very vulnerable young people who are in need of considerable support for their mental and physical well being.

### Progress:

This year we followed on with similar work to what was covered with the staff wellbeing working group last year. We created a survey for pupils to complete on how they felt about the school, the building and what was on offer for them. Results were generally positive and gave a basis for the creation of a series of events, clubs and after school activities.

We have at some point offered nearly everything they asked for with paddleboarding and water sports still to come. We will continue this after summer and keep swapping clubs each term in consultation with pupils and staff.

### Impact:

- Pupil council now well established in 3-18 schools
- Daily lunchtime activities on offer with high participation levels
- Wide range of extra-curricular activities on offer with parent council support and funding
- School environment and pupil areas improved in line with pupil wishes.
- Exam preparation and stress management courses for senior pupils which were well received .

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- Attendance in High School is significantly improved.
- Attendance in Primaries remains high.

Across all sectors the pupil environment has improved and participation in a range of lunchtime and after school activities is increased.

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

Add here

## Wider achievements Coileanaidhean nas fharsainghe

Add here

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

“This school has never let me down or given up on me even when I had almost given up on myself” (S6 Pupil)

“I wish I had had the opportunity at school to do all that is on offer with you.” (CSW)

## 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
<b>QI 1.3</b> Leadership of change	Good	Good	Good
<b>QI 2.3</b> Learning, teaching and assessment	Very good	Very good	Very good
<b>QI 3.1</b> Wellbeing, equality and inclusion	Very good	Very good	Very good

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**QI 3.2**

Raising attainment and achievement/Securing children's progress

Very good

Very 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

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- Continue to raise attainment through high quality teaching and learning.
- Increase the range of qualifications on offer to our senior phase pupils.
- Continue with progress to Gold Award for Rights Respecting Schools.
- Improve partnership and parental engagement and fully establish NWSS as a part of a sustainable community.

## Planning ahead

### A' planadh air adhart

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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 <http://www.nws-schools.com>/or by contacting the school office