

STANDARDS & QUALITY REPORT

2024/25



Sylvie Sinclair (Keiss Primary School & Nursery)
THE HIGHLAND COUNCIL

Introduction: Local and National Context

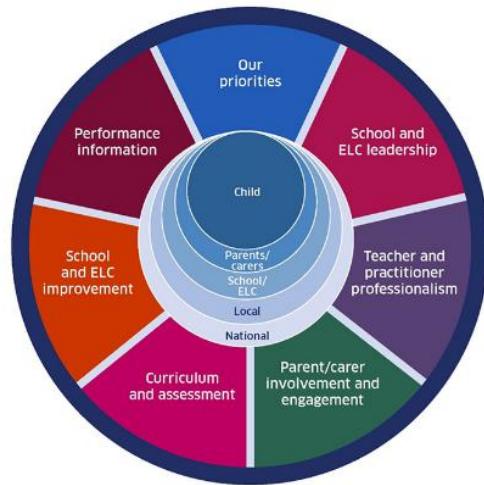
Ro-ràdh: Co-theacsa ionadail agus Nàiseanta

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



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.

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:

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](#)

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.

In this report the following words are used to describe the numbers and proportions used:

<u>All</u>	<u>Almost all</u>	<u>Most</u>	<u>Majority</u>	<u>Less than half</u>	<u>Few</u>
<u>100%</u>	<u>91% - 99%</u>	<u>76% - 90%</u>	<u>51% - 75%</u>	<u>16% - 50%</u>	<u>Up to 15%</u>

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.

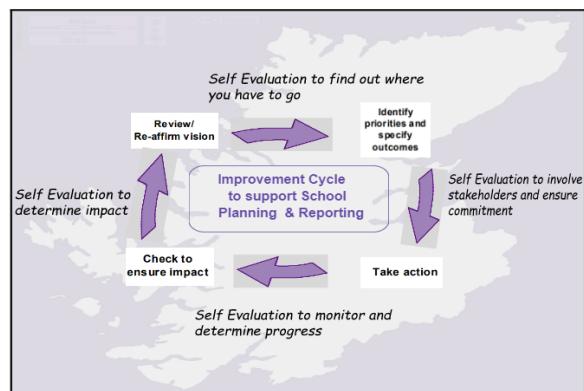
When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.

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.

*Sylvie Sinclair
Head Teacher
Keiss Primary School & Nursery*



School Profile Pròfil 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

95.7%

Average Class Size

19

Meeting PE Target

Target Met

Pupil Numbers

28

Teacher Numbers

2

Pupil Teacher Ratio

14/1

2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading

Majority

Writing

Majority

Listening and talking

Almost all

Numeracy

Most

Keiss Primary School is located in a rural setting serving the local communities of Lyth, Slickly, Freswick, Miltown, Auckengill, Alterwall, Sortat, Lyth, Ruthers of Howe, Howe, Mireland, Nybster and Keiss on the east coast of Caithness county in Scotland's Highland Council area.

There are 28 children attending the school and 11 children in nursery, ranging from N2 - P7. P1 - 7 are taught in two multi-stage classes and there is a separate nursery for 2, 3 and 4 year olds.

The Head Teacher has overall leadership responsibility for Bower and Keiss Primary School and Nursery. Staff and children from both schools work together regularly. Pupils at Keiss are taught into two composite classes. P1 to 4 taught by one teacher and 5 to 7 by a second teacher.

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. Most children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

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

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Vision: Together we create, learn and achieve in a safe and nurturing environment where everyone can grow.

Values: At Keiss Primary School and Nursery, our values are:

- Kindness,
- Happiness,
- Respect,
- Healthy attitudes ,
- Include all

Aims: At Keiss Primary School and nursery, we want to support everyone to:

- Be kind and develop positive relationships with others
- Make healthy choices
- Develop skills for learning
- Realise and achieve their full potential

Set in consultation with pupils, staff and parents -October 2023

Review of progress for session

Ath-sgrùadh 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: Integrating the Stephen Graham Programme with Talk for Writing

Purpose:

Staff have received extensive training in the Talk for Writing initiative. Additionally, A member participated in the Stephen Graham initiative during the session 23-24. We recognise the numerous advantages of both initiatives and aim to combine them to create a programme that maximises attainment for all our learners.

Progression:

1. Staff were provided with 6 training sessions covering the principles and methodologies of the Stephen Graham .
2. Stage meetings were organised to review existing curriculum to identify opportunities for integration of both programmes.
3. Lesson plans, writing prompts, reading materials and assessment tools were created by combining elements of both programmes
4. Staff meetings were organised to share expertise and insights (sharing best practices)
5. Mechanisms to check how well the new programme was being used were put in place i.e. HT observations
6. Learner progress was assessed , ensuring teachers assign appropriate level and identify areas for improvement(Moderation)
7. Parents were kept informed about the integration of the Stephen Graham and Talk for Writing programmes during an open evening.

Impact:

- 1.Teachers learned useful literacy strategies that helped them feel more confident and teach more clearly, using the Stephen Graham approach.
- 2.The literacy curriculum became more connected and easier to follow, making it simpler to use both the Stephen Graham and Talk for Writing methods across all classes.
3. Teaching materials became more interesting and better suited to what pupils needed, helping them join in more and understand literacy better.
4. Teachers worked together more often, creating a positive learning culture and helping everyone improve their teaching.
- 5.This helped identify what was working well and where support was needed, leading to more consistent teaching and better learning experiences for pupils.
6. Regular assessment and moderation helped teachers give pupils the right level of work and spot where they needed more help, leading to better progress in learning
7. Sharing information with parents at the open evening helped them understand the new approaches, strengthening home-school partnerships and supporting pupils' learning at home.

Next Step:

Staff will continue taking part in Stephen Graham training to build their skills and confidence in using the approach effectively.

Staff will use rubrics to assess pieces of writing.

School Priority: *Outdoor Learning*

Purpose:

After successfully developing play pedagogy last session, we aim to extend this by prioritising outdoor learning next session. Outdoor learning aligns perfectly with play pedagogy, fostering curiosity, creativity, and physical activity. It enhances children's connection to nature, promotes social interaction and collaboration, and complements our commitment to holistic, child-centred education and the development of children's meta-skills. Overall, by prioritising outdoor learning next session, we aim to build on the success of play pedagogy and offer our pupils a well-rounded educational experience that nurtures their physical, cognitive, social, and emotional development.

• *Progression*

- .. 1. Survey was sent to all stakeholders to find out current knowledge and understanding of outdoor learning-
- .2. Current approaches to outdoor learning were analysed and evaluated.
- 3. Outdoor policy was created.
- 4. All stakeholders were engaged in reviewing outdoor learning so that everyone understands what the school is trying through its curriculum.
- 5. We started to develop outdoor area to allow high quality learning to take place – resources/ areas

• Impact

- 1. Results helped the school understand current knowledge and expectations around outdoor learning, guiding the planning of next steps.
- 2. Reviewing existing outdoor learning approaches help staff make evidence-based improvements, resulting in more purposeful outdoor activities that better support pupil engagement, wellbeing, and skill development.
- .
- 3. Gave clear guidance to staff and families, making sure outdoor learning was consistent and part of everyday teaching.
- 4. Involving all stakeholders in the review process strengthened communication and

collaboration between staff , pupils , and families. As a result, everyone developed a clearer understanding of the purpose and value of outdoor learning within the curriculum.

5. Improved spaces and resources helped pupils enjoy more meaningful and engaging learning experiences outdoors.

Next steps:

- Engage in professional enquiry and research and engage in professional learning on outdoor learning
- Action what we learned from surveying stakeholders.
- Continue to develop outdoor area to allow high quality learning to take place – resources/ areas

School Priority: *Recording of learning skills (Nursery)*

Purpose: Following feedback from the Care Inspectorate inspection, it's clear that we need to improve our planning and observation recording to better support the depth and breadth of all children's learning consistently. We must ensure that individual learning details and skills are effectively recorded to track children's progress and identify where additional support or challenge might be needed.

We have experienced a challenging few months in the Nursery due to staff absences and inconsistent supply cover, which has impacted our ability to fully meet some of the objectives outlined in our School Improvement Plan (SIP). Despite these difficulties, we have made every effort to implement as many of the planned actions as possible, maintaining our focus on continuous improvement and positive outcomes for our children.

Progression:

Impact:

1. Review Developmental Overview on a regular basis
2. Parental engagement was more frequent
3. More audits were carried out,

1. Some learners received targeted interventions tailored to their specific needs, resulting in improved engagement, confidence, and academic outcomes.

- 4. learning needs were identified and strategies were put in place.
- 5. Requirement from the Care Inspectorate were followed.
- 6. Frequent support from ELC leaders.
- 7. ELC and SW were briefed about their responsibilities

2. Teachers can identify trends, gaps, and strengths more effectively, allowing for timely adjustments in teaching and better outcomes for all learners.

3. Parents feel more informed and involved in their child's education, leading to stronger home-school collaboration and support for learning at home.

4. HT carries out audits and follow the monthly tasks as directed on the calendar. Checking things more often helped spot issues early and improve the quality of care and learning.

5. Challenges are addressed , relevant partners contacted.

6. HT took over the role of admin and regular checks that tasks have been carried out. Paperwork and all duties have been done and actioned. Regular help from leaders improved staff confidence.

7. Making sure everyone knew their roles helped the team work smoothly and support children better.

Next steps:

- Due to staffing inconsistencies, we were only able to implement the above actions during the latter part of the session. As a result, these actions will need to be revisited and implemented more consistently moving forward to ensure their full impact.

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

In June 2023-2024. 44% of children were not age and stage.

In June 2024-2025, 27% of children were not age and stage.

In Writing, the percentage of pupils who were not age and stage in 2023-2024 was 34%. Percentage of children who are not age and stage in 2024-2025 is 27% . So we can see a reduction of 7% which is encouraging.

Wider achievements

Respect Initiative Nurture Happiness Endeavour Teamwork Community Kindness

We actively promote achievement

We actively promote achievement through a diverse range of activities across the school and nursery. Individual successes are celebrated regularly at assemblies. We extend this recognition beyond school hours, sharing achievements in out-of-school events, competitions, and awards through assemblies, newsletters, and Seesaw. Winning entries in artwork and competitions are prominently displayed at the school entrance, along with our 'Celebrating Success' wall displays.

At the heart of our community is a commitment to fostering strong, supportive, and nurturing relationships. Our interactions, guided by key values of kindness, honesty, respect, and inclusion, underpin our school ethos. Children embrace this culture of achievement, believing in their potential for success both locally and nationally. We take pride in our pupils who demonstrate confidence, a sense of responsibility, and a positive "can-do" attitude.

Physical education is a core part of our curriculum, with all pupils engaging in two hours of PE each week, including swimming, PE lessons, BMT, GoNoodle, and Let's Dance activities.

Every member of our school community understands their role in upholding and achieving our high standards, driven by our vision, values, and aims. We foster a culture of support through various buddy systems, where older children mentor younger ones and engage in reciprocal teaching of literacy and numeracy (e.g., Reading Ambassadors).

We also celebrate special days such as Burns Day and World Book Day, inviting the community to join us in the festivities.

We encourage children to develop their problem solving and critical thinking skills through construction days, using items donated by the community.

Partnerships are central to our approach. We prioritise establishing positive relationships with parents and actively involve them in their child's education. Through Curricular Activity Sessions, parents join their children in numeracy and literacy games. We maintain extensive communication with parents through Seesaw, showcasing children's work and welcoming their feedback.

In May, as part of their enterprise topic, our Primary 5–7 pupils organised a fantastic community café event. They invited parents, family members, and members of the wider Keiss community to join them for a special Afternoon Tea. The children were involved in every stage of the planning and preparation. They designed and distributed invitations, planned menus, prepared and presented food, sold tickets, and took on the responsibility of serving guests on the day. The event provided a wonderful opportunity for pupils to develop a wide range of real-life skills including teamwork, communication, problem-solving, time management, and customer service. The café was a huge success, with excellent attendance and a warm, welcoming atmosphere. It not only brought our community together but also raised a significant amount of money for our school fund, which will go towards supporting future learning experiences.

We were proud to achieve the UNCRC Silver Award and are now actively working towards attaining Gold. Children are increasingly aware of their rights, confidently using the language of the UNCRC in daily conversations and school life. They are engaging meaningfully in decision-making processes, demonstrating greater responsibility, and contributing to a positive, rights-respecting school culture. Our committees are active and focused on improving different areas of the school.

Throughout this session, our pupils have been actively involved in a variety of fundraising and community-focused events.

We raised money for both Children in Need and our school through a fun and festive Christmas Jumper Day. Our Primary 7 pupils, along with their families, also organised a successful fundraiser to support their residential trip to Fairburn. To support the CHAS charity, we organised a well-attended sponsored run, which was both a fundraising effort and a celebration of physical activity and teamwork.

Pupils participated in a number of local competitions, showcasing their talents and school spirit. We were proud to have two pupils represent Keiss Primary School at the Caithness at War opening ceremony. In honour of Remembrance Day, we held our own respectful service at the Keiss Memorial, allowing pupils to reflect and pay tribute to those who served.

In addition to these events, pupils across all age groups have enjoyed participating in Art & Craft sessions lead by a member of the community (fully PVG) and attending a lunch club led by our School Sport Coordinator. The latter club was run by pupils who had successfully completed their Junior Leader Certificate, giving them valuable opportunities to develop leadership skills, take on responsibility, and engage positively with their peers.

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

Keiss Primary School & Nursery Pupil Questionnaire Results (30 responses)				
Session : 2024-2025 in percentages				
	Strongly agree	Agree	Disagree	Strongly disagree
I enjoy learning at school	30	53.3	6.7	10
I get along well with people in my class	70	30		
I enjoy lunch time in the dinner hall.	56.7	40		3.3
I feel safe in school.	73.3	26.7		
My teacher listens to my views.	63.3	33.3		3.3
Staff talk to me regularly about how to improve my learning.	43.3	46.7	10	
I get help when I need it.	76.7	23.3		
Children in school are friendly.	73.3	26.7		
I think it's a good idea to wear school uniform.	13.3	26.7	16.7	43.3
I have adults in the school I can speak to if I am upset or worried about something.	70	26.7		3.3

Pupils think that teachers at Keiss PS are good.	80	20		
Staff make sure pupils behave well.	63.3	33.3	3.3	
Staff are good at dealing with bullying behaviour.	50	43.3	3.3	3.3
The Pupil Council is making improvements to the school.	43.3	43.3	6.7	6.7
I take part in out-of-class activities and school clubs.	33.3	33.3	13.3	3.3
People think Keiss is a good school.	70	30		
I am pleased this is my school.	66.7	33.3		3.3

Keiss Primary School & Nursery Teaching Staff Questionnaire Results (2 responses) Percentages				
	Strongly agree	Agree	Disagree	Strongly disagree
Keiss PS has a welcoming atmosphere	100			
I find it rewarding to be a member of staff at Keiss PS	50	50		
I feel a valued part of the school community	100			
Staff treat all pupils fairly and with respect	50	50		
Staff and pupils respect each other	100			
I have been actively involved in developing the school's vision and values		100		
I have opportunities to be involved in agreeing priorities for the school		100		
I have regular opportunities to help shape the curriculum by having staff discussions and working groups.	50	50		
Moderation activities are helping me sound professional judgements?	50	50		
Staff have a shared understanding of their responsibilities for all in literacy, numeracy, and health and wellbeing.	50	50		
I am actively involved in the school's on-going self-evaluation	50	50		
Staff are given the opportunity to learn and share practice with colleagues from the school and other schools.	50	50		

Respect Initiative Nurture Happiness Endeavour Teamwork Community Kindness

Staff are encouraged to share good practice	50	50		
I have good opportunities to take part in continuing professional development	50	50		
I am aware of and involved in the school's strategies for raising attainment for all		100		
I am aware of the school's procedures for protecting children	50	50		
Pupils take an active part in their learning	100			
Pupils are involved in setting learning targets	50	50		
All pupils are given activities which meet their learning needs	50	50		
Staff regularly ask for pupil's views on how their learning experiences could be improved	50	50		
Pupils are provided with opportunities to evaluate their own work and that of others	50	50		
The school has effective strategies to support pupils with their learning		100		
Support for pupils with additional needs is effective		100		
The school arrangements for engaging parents in their child's learning are effective		100		
Collaborative working across the school is effective in taking forward improvement	50	50		
The school implements the behaviour policy effectively		100		
I am provided with feedback when I report an incident		100		
I receive appropriate support for planning, preparation of resources and assessment		100		
I feel my workload is manageable		100		
I feel supported by the management team		100		
Leadership at all levels is effective		100		

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Parent Questionnaire Results – May 2025				
Responses (17) in percentages				
	Strongly agree	Agree	Disagree	Strongly disagree
My child likes being at this school.	24	71	5	
Staff treat my child fairly and with respect.	29	71		
I feel my child is safe at school.	35	65		

The school helps my child feel confident.	53	47		
I feel the staff really know my child as an individual.	24	70	6	
My child copes well with learning.	29	59	12	
My child receives the help he/she needs to do well.	41	59		
The school is welcoming and there are opportunities to get involved.	29	65	6	
My child is encouraged by the school to be healthy and take regular exercise.	29	59	12	
The school supports my child's emotional well-being.	29	59	12	
My child is making good progress at the school.	29	53	18	
I receive helpful, regular feedback of how my child is learning and developing e.g. informal feedback, reports and learning profiles.	29	59	12	
School and class newsletters are informative and easy to understand.	24	70	6	
The information I receive about my child reaches me at the right time.	29	59	12	
I understand how my child's progress is assessed.	24	64	12	
The school gives me advice on how to support my child's learning at home.	18	64	12	6
I receive helpful and regular information about the school.	29	47	12	12
The school organises activities where my child and I can learn together.	29	71		
The school seeks my views and listens to my concerns.	24	76		
I feel comfortable approaching the school with questions, suggestions and/or problems.	24	64	12	
I feel encouraged to be involved in the work of the parent council.	24	58	18	
I am kept informed about the work of the parent council.	24	70	6	
I am satisfied with the quality of teaching in the school.	24	58	18	
The school is well led and managed.	18	70	12	

Visitor Questionnaire Results:

Some comments:

'The school always makes visitors very welcome'.

'They are doing everything right! '

Respect Initiative Nurture Happiness Endeavour Teamwork Community Kindness

'Smiles, polite and a welcoming atmosphere'

The values most commonly recognised by our visitors during their time at the school were: **Dependability, Community, Respect, Equality, Achievement, Teamwork, and Endeavour.**

These reflect the positive culture we strive to build every day at Keiss Primary School.

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

- Continue to raise literacy attainment, with a particular focus on writing, by further developing staff expertise in delivering the Stephen Graham writing approach.
- Continue to improve numeracy attainment across all stages.
- Further develop our outdoor learning environment to enhance engagement and support learning across the curriculum.
- Continue to build teacher confidence in tracking and monitoring learner progress effectively.
- Ensure teachers have access to user-friendly, consistent, and comprehensive planners across all areas of the curriculum.

Planning ahead

A' planadh air adhart

Details of the school's improvement priorities and planned actions for 2025–26 will be outlined in the School Improvement Plan, which will be available on our website at the beginning of the new school session.

Respect Initiative Nurture Happiness Endeavour Teamwork Community Kindness