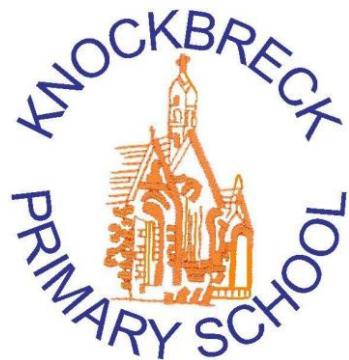




STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Knockbreck Primary School



Knockbreck -Resilience, Equity, Self-Motivation, Perseverance, Enthusiasm, 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%	Over 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2024-25. This report 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 what we do. 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

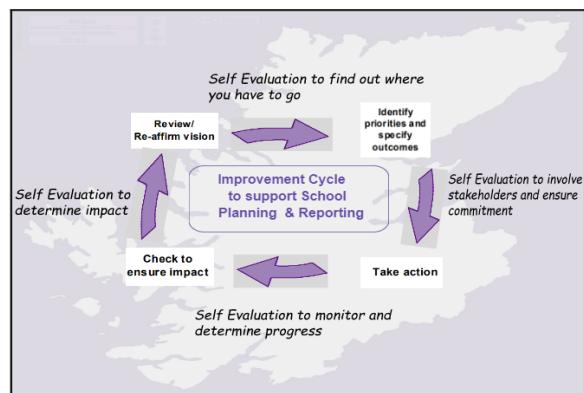
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Mrs Jane Mackay
Head Teacher
Inver Primary School

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 93%	Average Class Size 22.3	Meeting PE Target Target Met
Pupil Numbers (inc nursery) 156	Teacher Numbers 9	Pupil Teacher Ratio 17.1
<hr/>		
N3 0%	N4 0%	P1 17.9%
P2 8.3%	P3 13.5%	P4 15.4%
P5 13.5%	P6 15.4%	P7 16%
SIMD Q1¹ 0-10%	SIMD Q2 20-30%	SIMD Q3 60-70%
SIMD Q4 10-20%	SIMD Q5 0-10%	Unknown 0-10%
ASN² 30-40%	No ASN 60-70%	FSM³ 10-20%
No FSM 80-90%	EAL⁴ 0-10%	No EAL 90+%

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

Reading	Writing	Listening and talking	Numeracy
Most	Majority	Most	Majority

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

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

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.

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:

Highland Progressions

Purpose:

To engage with highland literacy and numeracy progressions and to develop consistency in learning, teaching, and assessment.

Progress:

Content:

- All teaching staff completed number sprinkle training and numeracy interventions.

Impact:

- Staff are familiar with the updated Highland Numeracy Progression and

Knockbreck -Resilience, Equity, Self-Motivation, Perseverance, Enthusiasm, Commitment, Togetherness

- All staff are using this to support planning and differentiation.
- All staff are aware of number sprinkles approach to planning but this has currently not been adopted across the school
- All staff are aware of the group diagnostic assessment approach but this has not been adopted as we currently have SOFA's/NSA's twice a year plus teacher's own assessments give the required information and help to track progress.
- PRD discussions supported staff to identify training needs and opportunities.
- Tracker agreed across the cluster to support listening and talking teacher judgement this is supporting discussion at attainment meetings. Agreed that a more detailed tracker/progression required, especially at Early level to support judgements.

- All staff to be confident in agreed approaches to learning, talk for writing, emergent literacy, wrap around and Epic 8 as appropriate.
- Listening and Talking progressions, tools and trackers were trialled and evaluated with stage partners.

Next steps:

- Continue to consistently use the agreed listening and talking resources.
- Further embed the use of HC literacy and numeracy progressions.

School Priority:

Assessment, Tracking and Monitoring

Purpose:

To engage with Progress and Achievement (P & A) and Seemis as a tracking and monitoring tool.

Progress:

Content:

All staff undertook Progress and Achievement training, to enable progress and reporting to be recorded consistently using Seemis.

Impact:

- Across the ASG staff have a better understanding of Highland Council's Tracking, Monitoring and Reporting Policy following In-Service tasks.
- Staff more confident to share and discuss a folio of work with colleagues evidencing pupils on track.

- Visual timeline of a level, created to support staff's understanding of the codes.
- Moderation of levels as a staff to further increase confidence in end of level judgements.
- Increase in staff confidence using the new coding on Seemis to show progress through a level.
- P & A used together during attainment meetings to consolidate end of level discussions and increase staff confidence using the Seemis reporting tool.

- Use of data to plan learning and support teacher judgement.
- Increased awareness and confidence in the use of data to support judgments as evident during attainment discussions.

Next steps:

- Continue to use Seemis to record progress and as a reporting tool in term 4.
- Continue to moderate literacy and numeracy to increase confidence making end of level judgements.

School Priority:

Transition towards new campus

Purpose:

Craighill and Knockbreck working towards becoming one Primary School.

Progress:

Content:

- Staff working with stage partners across the school to develop shared approaches and standards through SIP actions.
- Cataloguing of literacy and numeracy resources.

Impact:

- Moderation at the planning and evidence stage of HQA's has supported a shared standard within learning, teaching and assessment.
- Progressions, trackers and specific policies agreed as a common approach to allow consistency.
- Staff are working towards building secure relationships in preparation for the move.
- All numeracy and literacy resources across both schools have been

- Children will have opportunities to build relationships across the two schools.
- All pupils from Knockbreck and Craighill English department have had the opportunities to learn and play together over the year. Children in the gaelic department have had some opportunities to join activities.
- Children in P1-5 have enjoyed shared dance sessions with Andy McKechnie

Next steps:

Continue to plan opportunities for pupils and staff to work together
Increase opportunities for children in Gaelic classes to be part of this.

Physically move to the new school for new school.

Detailed planning for new schools, e.g Curriculum Rationale, Vision, Value and Aims, Motto, Creating of classes, resourcing.

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

8/9 pupils involved improved. Phonological Awareness show increase from scores between 1-5 to 8 or 9. 5 pupils in P2 have improved their phonological awareness scores from 7 to 11 or 12. All 6 pupils in P3/4 receiving targeted support for literacy, improved their scores to 11 or 12. In P5-7 48 pupils were on track to achieve second level at the beginning of the year in reading. In March 59 pupils were on track. In P5-7 45 pupils were on track to achieve second level at the beginning of the year in numeracy. In March 52 pupils were on track.

Wider achievements **Coileanaidhean nas fharsainge**

Rights Respecting Schools Silver Award.
Boys Cross Country Champions, Girls 2nd place.
Boys Global Shield Football Champions.
Winner of Tain Primary School new badge competition.
2nd Place at Tain ASG Dancing Competition.
Two winners of the Chinese New Year Competition.
Ross-Shire Swimming Champions for Group B.

Comments from learners, families, stakeholders and staff

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

Learners

- Staff help us to learn about jobs, we will use these things in life.
- I think behaviour at Knockbreck is really good because everyone can talk to someone if they are worried or nervous and also everyone is included.
- I like in assembly how we talk about everyone being different and that's ok.
- I don't enjoy talk for writing but it has helped me improve a lot.
- I like how my opinion is heard.

Families

- Celebrating the pupils achievements from out of school is such a lovely thing to do for the children.
- I do not know how you could possibly further support parents. Thank you to all the staff for providing such a welcoming and friendly environment.
- Thank you for recognising their achievements my child was delighted with their certificate.

Stakeholders

- I enjoyed coming in and spending time with P1/2, they were an absolute delight and so well behaved.
- We thoroughly enjoy working with Knockbreck at St Duthus. The pupils truly enjoy the Citizenship groups and it's great to have friends across the other schools. I feel like it's putting us in a good position going into the new Campus, knowing that the pupils are familiar with one another and that we can work well together.
- Active Schools are always delighted to work in partnership with Inver and Knockbreck cluster as there is a real collaborative effort between both parties. We work closely with shared goals to enhance the activity within the two schools . I always feel very supported and part of the school community.
- With the school being most welcoming this is from top level of management all the way through to the P1's. Doors are held open by all ages and when I have said thank you EVERY pupil has said "you're most welcome". Such wonderful values have been taught to all of the pupils.

Staff

- Having all of the information ready helped the flow of the attainment meeting. Having the F*** post its on the P & A coding timeline really helped to consolidate understanding.
- The new system to track progress and achievement looks like it will provide a wide range of information about each learner and has potential to be time efficient once we are more familiar with the layout and process. The training sessions and learning conversations have been very helpful and reassuring as we make this change.
- Emily did a terrific job collating and disseminating the information for the Highland Numeracy Progression and Number Sprinkles. Lots of information to further explore as time permits. I continue to enjoy working with Talk for Writing and find that it has improved language acquisition through oral stories and subsequently overall literacy improvement. Also, always good to have collegiate discussion around Profile contents and how best to monitor and track achievement.

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

Transition to becoming one primary school within the new campus.

Continue to raise attainment.

Planning ahead A' planadh air adhart

Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our

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