



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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2024-2025

## Ness Castle Primary School



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# 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.

Craig Connon  
Head Teacher  
Ness Castle 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 92.9%			Average Class Size 22.7			Meeting PE Target Target Met			
Pupil Numbers (inc nursery) 204 (+83 nursery)			Teacher Numbers 9			Pupil Teacher Ratio 21.9			
N3 XX%	N4 XX%	P1 21.6%	P2 15.2%	P3 16.2%	P4 12.7%	P5 10.3%	P6 12.3%	P7 11.8%	
SIMD Q1 <sup>1</sup> 0-10%		SIMD Q2 0-10%		SIMD Q3 0-10%		SIMD Q4 90%+		SIMD Q5 0-10%	Unknown XX%
ASN <sup>2</sup> 20-30%		No ASN 70-80%		FSM <sup>3</sup> 20-30%		No FSM 70-80%		EAL <sup>4</sup> 10-20%	No EAL 80-90%

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

Reading	Writing	Listening and talking	Numeracy
Almost all	Most	Almost all	Most

We have had no exclusions this year.

<sup>1</sup> SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

<sup>2</sup> ASN – Additional Support Needs

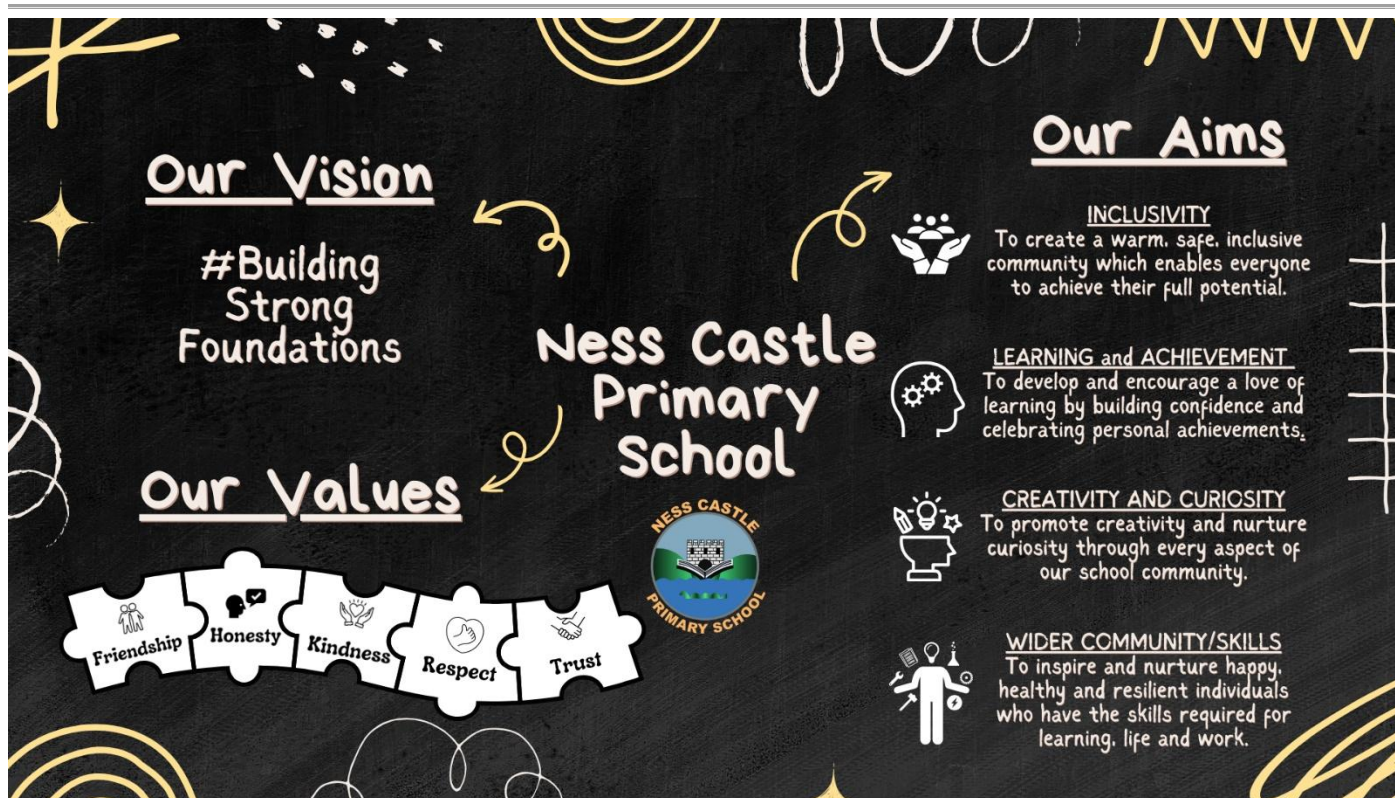
<sup>3</sup> FSM – Free school meal entitlement

<sup>4</sup> EAL – English as an additional language



## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile



Our Vision, Values and Aims continue to be embedded across all areas of School and ELC life. In the year ahead, we need to ensure they are shared again with the whole community and brought to life for the children, their families, staff and all stakeholders.

## 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:

**COMMUNITY – To ensure our community is informed and that their involvement and engagement is purposeful.**

#### Purpose:

As a relatively new school, we have very quickly established ourselves at the heart of the community. We want to continue to encourage our open, approachable and encouraging family centred ethos, allowing our pupils, families and the local area to really feel part of the work we do and learning we promote.

We have started this journey through establishment of pupil voice groups, (one of which is based on developing “community” at Ness Castle, but to make this as purposeful as possible, we need to ensure we have stakeholder representation within our important groups. This includes our aim to apply for our Reading Schools and Rights Respecting Schools Silver Awards in the coming year.

Following our HMle Questionnaire, given to all parents/carers, almost 30%, across ELC and School, felt they didn't have the appropriate advice on how to support their child at home and only 68% felt “the school organises activities where my child and I can learn together”. Because of this, it is important that we continue to build on these elements in the coming year. Only 60% of parents felt “The school takes my

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views into account when making changes” and 57% felt they felt encouraged to be involved in the work of the Parent Council – these areas also need to be developed.

### **Progress:**

#### **Sharing Our Learning/Curriculum with the community**

To implement a series of workshops/curriculum events/open sessions within the School and ELC to share elements of our work with parents/carers and the wider community, being specific on how they can support this learning at home. These will include a focus on:

- Literacy (Reading/Spelling/Writing)
- Assessment
- Resource developments to support learning at home

### **Impact:**

- ✓ Parents within our school have an increased awareness of the curriculum due to some literacy workshops (in person and online), termly class learning overviews and the ongoing weekly class blogs.
- ✓ There are ongoing ways in which parents/carers can be involved within life of the class/school through Community Assemblies, Literacy Open Afternoon and Class Assemblies.
- ✓ Feedback from all these opportunities has been very positive and they have been very well supported.

Good progress has been made in this area.

#### **Building on Parental Involvement/Parent Carer Voice across the School and ELC**

To ensure there are as many planned opportunities as possible for parents to be involved in the life of the school, including sharing their views and opinions. This will be implemented through our Self Evaluation/Quality Management Calendars and will include:

- Promotion of the work of the Parent Council
- Development of and more regular sessions of the “Wee Nessie Chit Chats” for ELC parents
- Creation of similar informal self evaluation sessions for school parents
- Parental representation on Reading Schools and RRS Steering Groups

- ✓ There continues to be open communication opportunities between the school and home.
- ✓ A range of “Wee Nessie Chit Chats” have allowed ELC parents to be kept up to date with developments, given feedback from Care Inspectorate Visits as well as discussions around our ongoing Action Plan.
- ✓ Rights Respecting School teacher reps shared the group’s work at Parent Council and have now gained volunteers for their Steering Group.

Some progress has been made in this area

#### **External Community Awards**

To build our evidence base so we are in a position to apply for:

- Silver Level Reading Schools
- Silver Level Rights Respecting School
- Our Problem Solving School Award

- ✓ Nessie Natter Groups undertaking a range of tasks and activities based on Rights and Reading Schools
- ✓ Evidence for Rights and Reading Schools continues to be collated and collected.
- ✓ Silver application and training for RRAS attended and documented by RRS Leads – more awareness of Rights are evident across the school
- ✓ “Of the Month” Rights and Development Goals have continued and been more consistently used in Assembly and across classes.

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- ✓ Bronze Sports School Award Achieved and work started on Silver status

Good progress has been made in this area

#### **Next steps:**

#### **Sharing Our Learning/Curriculum with the community**

- Increase parental awareness of assessment vocabulary and processes
- Continue to undertake curricular information sessions in the coming session (e.g. new P1 parents phonics teaching and other literacy teaching suggestions)
- Involve parents in 1:1 targeted support sessions for parents of children who are being provided with support

#### **Building on Parental Involvement/Parent Carer Voice across the School and ELC**

- Continue to involve parents in self evaluation and as representatives within focus groups
- Encourage more involvement of parents to offer their own skills and talents to volunteer within the school/ELC
- Undertake more focused self evaluation discussion groups with school parents

#### **External Community Awards**

- Develop a more whole school approach towards Rights based learning moving forward
- Continue to collate evidence for all awards
- Refresh and reconsider the format for Nessie Natter Pupil Voice Groups to ensure a greater focus on Pupil Leadership and Involvement.
- Submit application for Silver Rights, Reading Schools and Sports School Awards

#### **School Priority:**

**CURRICULUM – To develop the Ness Castle Literacy and Health and Wellbeing Curriculum, ensuring it is inclusive and aspirational**

#### **Purpose:**

We need to continue to build upon and develop our curriculum, ensuring it is aspirational, creative and relevant for the children of Ness Castle.

Although we had hoped to move on to Numeracy in the coming session, we are aware that there is still important work to implement to develop our Literacy Curriculum across the school, although there has been an improvement since last session, Literacy is still an area that attainment is poorer. In particular, writing attainment is still the lowest across the four recorded areas.

Due to other pressures and developments last session, the implementation of the Glasgow Wellbeing and Motivation Profile (GWMP) tool was not undertaken. This will become a focus this session and links well to the fact that around 15% of parents felt physical and emotional wellbeing wasn't supported as well as it could be.

#### **Progress:**

#### **Stephen Graham Writing**

Training sessions to be undertaken by all class teachers and then implemented within their classes, using PM Writing or Talk for Writing as the approach.

#### **Impact:**

- ✓ Sessions were well received by all staff members, which will allow for a future consistency of approach. The focus on structure of writing lessons has been commented on as being the biggest success of the writing training.

- ✓ Staff have begun to implement areas of the training within their class writing lessons and have seen positive results on a weekly basis.
- ✓ School writing ACEL data has increased to 85% of pupils in P1, P4 and P7 achieving in Writing.

Good progress has been made in this area.

### **Reading Programme Development**

Reading resources/programme will be audited, categorised and a progression decided upon to ensure consistency across all stages and between stages. Additional resources to be purchased as appropriate.

- ✓ Audit of reading resources has flagged up gaps within the programme.
- ✓ Encoding and decoding focus has proven to be used very successfully in all classes
- ✓ A wider selection of novels have been purchased and will provide children in the upper stages with a wider range of reading resources to select from.
- ✓ Additional reading books (decodable and non-fiction) to be purchased for the new term, as this was identified as a gap within the audit
- ✓ School reading ACEL data has increased to 92% of pupils in P1, P4 and P7 achieving in Reading.

Good progress has been made in this area.

### **Literacy Development across the Early Level**

- ✓ Ensure Literacy continues to be a focus across the ELC
- ✓ Utilise Early Level Es and Os, as well as other planning tools, to promote and document the literacy learning in the ELC
- ✓ Implement and utilise Literacy progressions within the ELC to ensure a smoother transition into P1.
- ✓ Literacy resources within the Early Level have been collated to ensure consistency of approach at P1 and for children at Early Level at higher stages of the school.
- ✓ Literacy elements have now been introduced within all areas of the ELC to support the development of these through play-based experiences.

Some progress has been made in this area.

### **Tracking and Supporting HWB**

- Implementation of the GWMP twice a year in each class
- Recording outcomes of this within the TMR tracker
- Professional conversations around these outcomes within Attainment Meetings
- Utilise this to ensure appropriate HWB interventions are implemented both in classes and across the school.
- Ensure consistent use of Health and Wellbeing Resources (Tree of Knowledge/Emotionworks/etc.)
- ✓ GWMP was introduced across the school, with different levels of success as support is required for younger children to complete it
- ✓ Analysis of and professional conversations around the outcomes of the GWMP did not take place in enough detail, so great impact was not evident.
- ✓ Most classes are using Tree of Knowledge to support the implementation of Health and Wellbeing.

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- ✓ Seasons for Growth for our P3 cohort successfully took place in the final term, with positive responses from the children involved.

#### Some progress has been made in this area

#### **Inclusivity**

- Development of quiet, inclusive spaces across the School and ELC.
- Ascertain children's views to help ensure Ness Castle is as inclusive as possible.
- Consistency of approach developed across the whole School and ELC, linked to our Promoting Positive Relationships Policy, to ensure children receive consistent messages and have a consistent inclusive experience.
- Explore other elements of the Inclusive Classroom resource as appropriate
- ✓ Some cosy spaces have been created across the ELC and School.
- ✓ The use of Class Charters is more embedded and children understand the expectations set within the use of Rights.

#### Some progress has been made in this area

#### **Next steps:**

#### **Stephen Graham Writing**

- All staff to implement the Writing training to ensure consistency of approach across the school.
- Clarification on the consistent tools for writing elements that should be introduced at each stage/level.
- Ensure all new staff have a shared understanding of the approach to writing.

#### **Reading Programme Development**

- Finalise Reading Policy as part of the overall Literacy Policy going forward
- Continue to build on our reading resources and review them as the year progresses.

#### **Literacy Development across the Early Level**

- Implement and utilise Literacy progressions within the ELC, following training for EYPs and other staff on how we go about using them successfully to support ALL children.

#### **Tracking and Supporting HWB**

- Discussions to take place early in the new session around how we best track Health and Wellbeing going forward to make it purposeful and manageable
- Consider Health and Wellbeing interventions and how these are best delivered and tracked next session, as well as shared with class teachers if intervention takes place out with the classroom.

#### **Inclusivity**

- Ensure Positive Relationships Policy is finalised and shared with parents, staff and children.
- Continue to promote the School Vision and Values, ensuring they are embedded across the ELC and School.
- Create Charters which can be followed within the Lunch Hall and Playground to expand the successful use of Class Charters.

**School Priority:****CONSISTENCY - continue to develop a consistent approach to learning, teaching and assessment across the school and ELC****Purpose:****ASG – Sharing Good Practice**

- Most staff felt more confident following the Spotlight Assessment session. No change and more confident - most staff (76%). Looking forward staff have indicated for next session that they would like... Teachers sharing good practice (72%), Time for dialogue with colleagues (88%) and Speakers in their area of expertise (64%)
- 74% are keen to keep the same 3 sessions of 1 ½ hours.
- The focus for these sessions could be - Overarching themes – Sustainability, Creativity, Digital (58%), Feedback and Plenary (46%) and 4 Contexts for Learning (40%)

**Consistent approaches to Planning and Observation within the ELC**

With a continued Highland Council focus on pedagogy and what constitutes effective approaches to teaching and learning, embedding this, as well as widening this out to our planning and assessment processes and approaches to self-evaluation within the ELC ensures we have a shared, collegiate approach to good practice and, as a result, a consistency for the children in Ness Castle ELC.

**Progress:****ASG Sharing Good Practice**

- Staff have a shared understanding of selected features of pedagogy led by ASG teachers
- Increased level of staff confidence of selected features of pedagogy focused on the strengths of teachers within the ASG and shared.
- Improved approaches to teaching and learning.
- Raising attainment across curriculum.
- Engagement with professional reading and research.
- Collaboration between staff and schools within the ASG.
- Experiences of the learners are more appropriately challenging and better matched to their learning needs.
- Increased Teacher Leadership

**Impact:**

- ✓ It was helpful to share useful resources and have time to reflect, with colleagues across the ASG, on elements of learning and teaching.
- ✓ There was an increase in confidence between pre and post sessions – Digital & feedback: Pre input – confidence level 3.7/6, Post input - 4.4/6
- ✓ Creativity: Pre input – confidence 3.5/6, Post input – 4.4/6

**Consistent approaches to Planning and Observation within the ELC**

ELC planning and observation is more manageable and relevant, reflecting Early Years Curriculum, taking into account Spaces, Interactions and Experiences, and has a real focus on what has been taught and learned.

- ✓ Following Care Inspectorate Visit in December, other areas of the ELC took prominence over those identified here, so this will become a focus for next session's ELC Improvement Plan

**Next steps:****ASG – Sharing Good Practice**

Implement Moderation sessions as a focus for discussion across the ASG:

Moderation with 1 or 2 other schools. IRA staff to support moderation activities if available. Input on coverage/Benchmarks Term 1 or part of moderation activities/dialogue throughout.

**Term 1** – IRA input/in house activities  
**Term 2** – moderation with partner school  
**Term 3** – in house follow up  
**Term 4** – moderation with partner school

### **ELC Staff**

Arrange a programme of visits to settings across the ASG for all ELC staff to attend if they wish – an informal look round and opportunity to share practice and ask questions.

### **Consistent approaches to Planning and Observation within the ELC**

As last session's focus was overtaken by other priorities, next steps will be to revisit this year's plan – To ensure ELC planning and observation is more manageable and relevant, reflecting Early Years Curriculum, taking into account Spaces, Interactions and Experiences, and has a real focus on what has been taught and learned.

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

This session, our initial plan was to use our PEF money to pay for a 0.1 teacher (to focus on Health and Wellbeing) and 11 hours of a PSA (to focus on Literacy Interventions) across the course of the year.

The teacher input changed due to staffing changes within the school, so instead of a ½ day a week focus on Health and Wellbeing, this changed to a focused term of 2 day a week Literacy intervention and support. On reflection, the focus and intensity of this meant that the impact was far greater.

The teacher worked with groups of children from different classes on a range of focused input including Decoding and Encoding, Common Words, Phonics and blending, Writing Support and Reading Fluency.

Every child involved gained confidence within themselves and with their literacy ability. It also supported the teacher in allowing them to support the other children within their class. All children made a marked improvement in the area they were focusing in on.

Our PSA support took place across the week, with different PSAs in the school becoming “experts” in delivering different supports and interventions, following training. The PSA Literacy Interventions included Speed Up (Fine Motor), Time to Talk (Talking and Listening Skills), Precision Teaching (focused on phonic sounds and common words) and specific phonics and fine motor intervention by a range of PSAs. The impact of these were...

- Speed Up – a level of enjoyment for the 4 children involved. Teachers have noted an impact in the child's handwriting and transferable skills.
- Time to Talk – 8 children responded well to this intervention. Confidence levels increased and there was an increase in their TPJ for Talking and Listening. They were able to show the developed skills in other areas within the classroom.
- Precision Teaching – This was more inconsistent, but the children who undertook this (10) all made improvements between the start (baseline) and end of the week progression.
- Phonics/Fine Motor – Children identified in P1 and P2 in the final term responded well to this intervention, supporting them to achieve Early Level by the end of the session.

Overall, this year's PEF support, and in particular the way the teaching input was organised has allowed us to consider the best format for going forward next session.

## Wider achievements

### Coileanaidhean nas fharsainghe

Across the course of session 2024/25, we continued to share many successes across the school and ELC, which we have all been extremely proud of.

We continue to use our monthly Nessie Natter Newsletter – which includes sections/news for both the School and ELC. We use our school website, mainly as an information sharing channel, but each of our classes have a Class Blog held within it, which is updated weekly. Our closed Facebook Group for our ELC parents/carers continues to be a fantastic place where we can share the learning of our youngest Nessies. Our School App is also utilised to share information and quick messages, which more and more parents have now signed up for.

Over the last year our very active Parent Council have again organised a range of different events – two extremely well supported Fairs - A Sunday Funday in September and Easter Fair in March – a grand prize raffle, Soundbath Events, set up the School Lottery and an “eggcellent” Easter Egg Raffle. The support they receive from the community as well as local businesses is wonderful.

As a school, we have participated in sporting events including Interschools Cross Country - McRobert Cup, Interschools Athletics and the Baillie Cup (where there were also a range of medal winners in each event). A group of P6 and P7 pupils undertook Bikeability training for the first time, all achieving success in this too!

Our Christmas “Twinkly Nativity” was a great success, with the children from P1 – 3 giving wonderful performances, with P5 and P6 children forming a great choir as entertainment while parents waited in the queue.

We once again have supported a number of different charitable organisations and events throughout the year, including the Highland and Dalneigh Primary Food Banks and Crocus Highland.

Across the year, children took part in a number of trips to other places. This included a Mathletics Challenge organised by Dalneigh Primary, visits to the Newton Room at the UHI, a journey to the IRA Science Department as well as end of session trips to Whin Park, Wester Hardmuir Farm, Inverness and Nairn Beach.

As part of our focus on Pupil Voice, we have maintained our Nessie Natter Pupil Voice Groups. This session, every child from the school was in one of the groups, allowing them to share ideas and suggestions based upon Reading Schools, Rights Respecting School, the Outdoors and Community. Whilst these groups were held, our Vice and House Captains also met to arrange and organise a range of Interhouse events. This provided our P7 children with many leadership opportunities.

We were asked by Highland Housing Alliance to take part in a “Homes of the Future” design challenge. Every child in the school took part and there was a host of winners across all stages – another great chance to link learning (sustainability and the expressive arts) with our local community.

We once again held our P7 residential trip in May and it was a great success. Our 24 Primary 7s made their way to Loch Insh for a 3-day/2-night adventure and it was fantastic! The weather was amazing and the children were an absolute credit to the school.

Wider individual achievements continue to be shared at our monthly Celebrating Achievements Assembly, as well as Nessie Knighthoods being awarded on a weekly basis, with each class teacher selecting a weekly winner who is knighted at our Assembly. A termly Community Assembly, where anyone from our community could join us for a “normal” weekly Assembly, has continued to be popular across the course of the year, alongside each class hosting their own parents and family members to their class assembly. This assembly allowed children to share their learning and were extremely well supported by all.

Last session we lost a wonderful member of our P2 cohort, who sadly died whilst on holiday. This year, we have focused on fundraising/raising money towards installation of an Outdoor Classroom in memory of our



good friend. This fundraising has included holding a Superhero Day as well as donations for the singing/Nativity at Christmas. Our Parent Council were successful in their application to the Common Good Fund, which will allow us to get the Outdoor Classroom built over the coming Summer break. We can't wait for this as it will be a wonderful addition to our playground and will be a great memory too!

Overall – another busy but very productive year for the school and ELC – continuing to build our place within the local community and beyond.



## Comments from learners, families, stakeholders and staff

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

Across the course of the session, we have undertaken a range of different consultations, looking for feedback and actions for our way forward. This was collated and shared with parents/carers in a number of different Newsletters and formats.

We held a number of Wee Nessie Chit Chats with ELC parents, particularly following our Care Inspectorate and follow up visits.

We also held a Literacy Open Afternoon for parents.

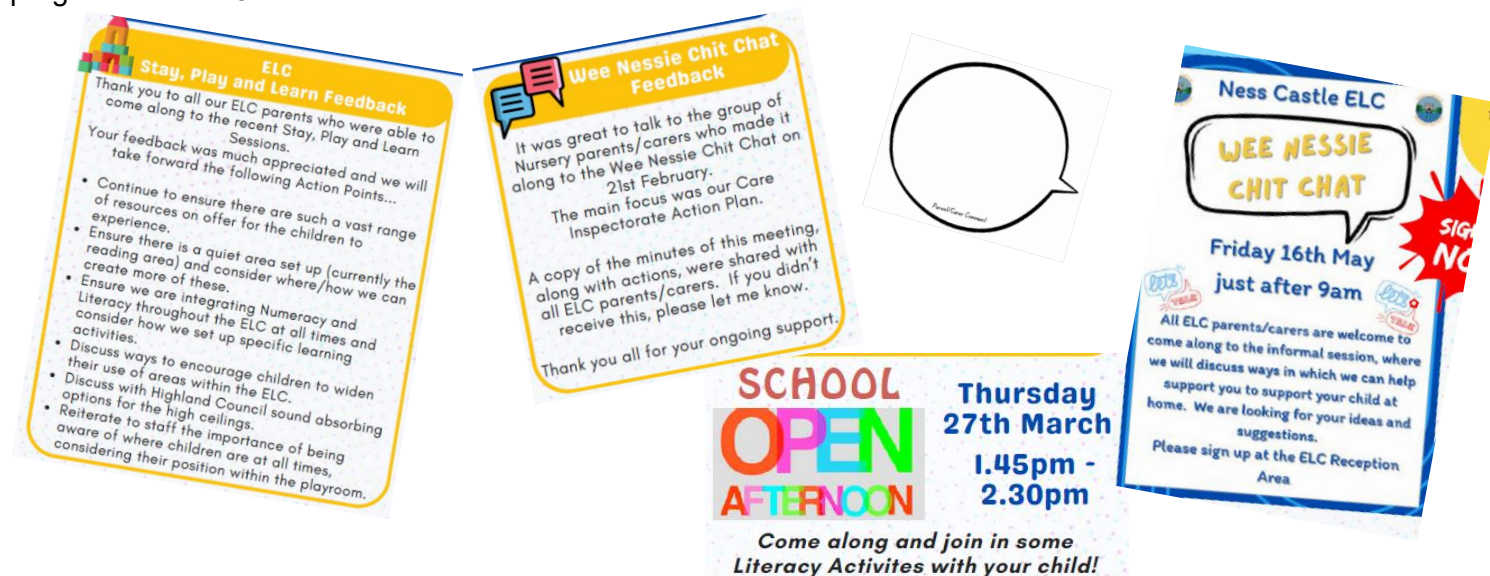
When parents/family members have been in for parents evening they have been able to review their child's Nessie Novel (learning profile) and when visiting for class assemblies, parent comments have been collated by class teachers. These are generally done within our Parent/Carer speech bubbles.

Staff have undertaken a range of self-evaluation tasks based upon the main QIs – 1.3, 2.3 3.1 and 3.2.

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At various Assemblies across the year, pupil voice has been collated, using our upper school pupils working with groups of younger pupils to undertake online questionnaires etc using their chromebooks and programmes like Jamboard and Padlet.



## 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
<b>QI 1.3</b> Leadership of change	Good	Good
<b>QI 2.3</b> Learning, teaching and assessment	Good	Good
<b>QI 3.1</b> Wellbeing, equality and inclusion	Good	Good
<b>QI 3.2</b> 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

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- **COMMUNITY** – To ensure our community continue to be at the heart of the work we undertake.
- **CURRICULUM** – *To develop the Ness Castle Numeracy Curriculum in detail, and begin to work on the progressions of other areas of the curriculum.*
- **CONSISTENCY** – *To continue to develop a consistent approach to learning, teaching and assessment across the school and ELC*

## Planning ahead

### A' planadh air adhart

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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 website <https://sites.google.com/invernessroyalacademy.org.uk/nesscastleprimary> or by contacting the school office.