



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

North Kessock Primary School



We always try our best; We are kind and helpful; We take care of each other; We listen; We tell the truth; We look after property

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 always try our best; We are kind and helpful; We take care of each other; We listen; We tell the truth; We look after property

We are pleased to present our Standards and Quality Report for Session 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

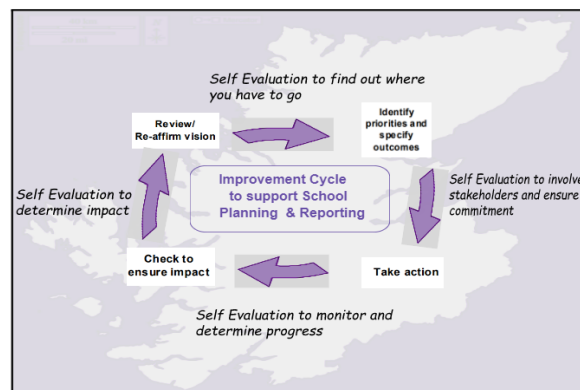
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Miss Miriam Mackay
North Kessock Primary School

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](https://www.parentzone.scot.nhs.uk/). 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

Attendance
93.3%

Average Class Size
21.8

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
131 (+41 nursery)

Teacher Numbers
8

Pupil Teacher Ratio
16.8

N3
8%

N4
26%

P1
12%

P2
13%

P3
12%

P4
11%

P5
11%

P6
9%

P7
9%

SIMD Q1¹
0-10%

SIMD Q2
0-10%

SIMD Q2
0-10%

SIMD Q3
0-10%

SIMD Q5
90+%

Unknown
0-10%

ASN²
0-10%

No ASN
90+%

FSM³
0-10%

No FSM
90+%

EAL⁴
0-10%

No EAL
90+%

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

Reading

Almost all

Writing

Most

Listening and talking

Almost all

Numeracy

Most

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.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Vision: Learn daily, laugh often and be the best that you can be.

Values and Aims:

- We always try our best
- We are kind and helpful
- We take care of each other
- We listen
- We tell the truth
- We look after property

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

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

We always try our best; We are kind and helpful; We take care of each other; We listen; We tell the truth; We look after property

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:

Learning, Teaching and Assessment

Purpose:

North Kessock Primary School and ELC have built upon work undertaken in 2023-24. A new Learning and Teaching policy/ handbook has been created and implemented. School has continued to develop tracking procedures, which includes engagement with the Progress and Achievement tracker for Highland Council and a new reporting system that is linked with this. Teachers continue to assess pupil progress and there has been a focus on the use of moderation to secure judgements on pupil progress. Teachers continue to engage with Highland Council documentation for Literacy and Numeracy, including the use of the new Highland Progression Frameworks for Numeracy. Teachers have attended both the Literacy for All and Explicitly Teaching Writing training. The school and ELC have undertaken work that has led to the school successfully gaining its Silver Rights Respecting School Award.

Progress:

- ✓ Teachers have continued to engage with both the Highland Road Maps for both Literacy and Numeracy and used them for planning, assessment and moderation purposes.
- ✓ Teachers have embedded the use of the Literacy Progression Frameworks
- ✓ Teachers have engaged in the use of the new Numeracy Progression Frameworks.
- ✓ School has created and implemented a policy and handbook for Learning and Teaching which is being used by teachers.
- ✓ Teachers have attended Highland Literacy training for writing
- ✓ Teachers have attended 'Explicitly Teaching Writing' training with Stephen Graham
- ✓ Teachers have attended 'Literacy for All' training
- ✓ School has embedded the use of a new tracking tool to track pupil progress in Listening and Talking, Reading, Writing and Numeracy.
- ✓ Teachers have attended training in using the Highland Progress and Achievement tracker and inputted data onto this.
- ✓ Teachers have engaged with the Progress and Achievement tracker and used it to create reports for parents.

Impact:

- ✓ Both Road Maps have informed learning and teaching and provided teachers with additional resources to support all learners in making progress.
- ✓ Literacy and Numeracy Progression Frameworks have been useful planning and tracking tools as well as beneficial for assessing and making secure judgements on pupil progress.
- ✓ The Learning and Teaching handbook and policy has ensured a consistency in approach across the school.
- ✓ Literacy training has allowed teachers to further develop their skills in learning and teaching of writing.
- ✓ Both the school's own tracking tool and the 'Progress and Achievement' tracker tracks pupil progress over the session in order to improve attainment. It will give teachers useful information at transition.
- ✓ Teachers make use of NSA and SOFA assessment outcomes, along with the information provided by other assessments used, to identify learning gaps and improve attainment.
- ✓ Regular moderation activities have supported teachers in making confident and accurate judgements on pupils' attainment.

We always try our best; We are kind and helpful; We take care of each other; We listen; We tell the truth; We look after property

- ✓ Teachers have undertaken the NSA and SOFA assessments for Literacy and Numeracy.
- ✓ Teachers have engaged in moderation activities for writing (non-fiction and fiction) and for numeracy.
- ✓ Teachers have undertaken other assessments with pupils, including the Highland Numeracy Progression assessments.
- ✓ School has achieved the Silver Award for Rights Respecting School.
- ✓ School has continued to engage with SHANARRI.
- ✓ ELC has developed its use of STEM (Science Technology Engineering Mathematics) activities at early level and invested in resources to support these activities.
- ✓ UNCRC rights are being promoted throughout both school and nursery as part of our curriculum alongside the SHANARRI indicators.
- ✓ ELC staff have an increased knowledge of the curriculum at early level for science, technology and maths and can provide a range of activities to support children's learning.

Next steps:

Embed Highland Literacy and Numeracy documents, to continue with moderation activities at regular intervals in the school session, to continue to develop STEM activities in ELC, to continue to engage with both trackers and assessments to raise pupil attainment, to engage with Highland Council training and priorities related to raising attainment.

To raise attainment in writing at North Kessock Primary School and Nursery

Purpose:

To continue to raise attainment in writing across North Kessock Primary School and ELC (year 3 of 3 year development) and consolidate and implement strategies from 'Explicitly Teaching Writing' training and 'Talk for Writing'.

Progress:

- ✓ Teachers attended additional training sessions for 'Explicitly Teaching Writing.'
- ✓ Teachers implementing strategies from 'Explicitly Teaching Writing' training sessions.
- ✓ Teachers new to the school upskilled in 'Explicitly Teaching Writing' strategies.
- ✓ Teachers have attended 'Literacy for All' training.
- ✓ Teachers have continued to engage with Highland Literacy Road Map.
- ✓ Teachers secured their use of Highland Literacy Progression Frameworks for Listening and Talking, Reading and Writing.
- ✓ Pupil Council have again shared examples of writing work with each other and talked about strengths and areas for development in writing.
- ✓ Pupil Council have continued to give out handwriting awards at weekly assemblies.
- ✓ Pupil Progress meetings take place termly and writing continues to be a focus.
- ✓ Writing is assessed using NSA and SOFA assessments.
- ✓ Lesson observations by the head teacher have taken place for writing.
- ✓ Teachers have observed each other teaching writing.
- ✓ Teachers have engaged in a range of professional development for writing.
- ✓ Both fiction and non-fiction writing has been moderated by teachers.
- ✓ Writing jotter scrutiny has taken place.
- ✓ ELC have continued to develop activities related to early writing that are used within the setting, indoors and outdoors.
- ✓ ELC have continued to track and evidence children's progress in early writing as part of Literacy within Profiles.
- ✓ ELC staff have added some evidence of early writing into Floorbooks.

Impact:

- ✓ Attainment in writing is improving.
- ✓ Teachers are making good use of training in their delivery of teaching and learning in writing.
- ✓ Teachers have further developed skills in teaching writing with a focus on skills for different genres of writing.
- ✓ Teachers use the Literacy Road Map to further support pupils' learning in writing.
- ✓ Teachers use the Highland Literacy Progression Frameworks to plan lessons from as well as to assess and moderate pupil progress.
- ✓ Pupil voice has allowed children to be involved in decisions about teaching and learning in writing and to share in each other's written work.
- ✓ Pupil voice is being used to promote handwriting skills and handwriting is improving across the school.
- ✓ Focus on under-attainment in pupil progress meetings ensures that interventions take place to support pupils under-attaining in writing to narrow the attainment gap, which includes Talk for Writing small group sessions.
- ✓ Monitoring of writing (observations, peer observations, writing moderation, jotter scrutiny and assessment) demonstrated that good progress has been made in raising attainment in writing.
- ✓ Monitoring of writing demonstrated that strategies learned by teachers during training are being used to good effect.
- ✓ Assessment of writing allows teachers to identify gaps in learning and direct their teaching towards reducing gaps.
- ✓ Children in ELC are accessing early writing activities and evidence is being gathered of their engagement and progress.

Next steps:

Embed all new teaching and learning strategies for writing as acquired by attending training for 'Explicitly Teaching Writing', 'Talk for Writing' and 'Literacy for All.' Ensure consistent and accurate use of all tracking procedures, assessment of pupils and moderation of their work to ensure secure judgements of pupils' progress in writing. To develop a consistent approach to planning for and evidencing progress in early writing within the ELC setting. ELC staff to continue to engage in professional development for early writing. To continue to raise overall attainment in writing.

To work in collaboration with the Go Flourish charity and the new school garden area to develop outdoor learning to promote health and wellbeing.

Purpose:

North Kessock Primary School and ELC is taking part in a research and development project run by the Go Flourish charity. North Kessock Primary School is the pilot school, the first school to partake in this project. A large garden has been installed on the school site, which is used to support existing teaching and learning. Part of the project provides the school with a Liaison Teacher, who works collaboratively with teachers and ELC staff to lead teaching and learning sessions outdoors. The aim of the project is to reconnect children with nature, improve the mental health of children and enable them to develop skills for life, learning and work. Go Flourish are working with St Andrew's University's School of Psychology and Neuroscience to measure the impact of this approach.

Progress:

- In 2023/24, the project has been promoted amongst all stakeholders (staff, parents, pupils, local community) at Parent Council meetings, Open Afternoon, Fun Day and the 'Breaking Ground' event.
- The garden had its official opening on 5.10.25 when it was open to school families and the local community.
- As of August 2024, the Go Flourish teacher (Miss Dorantt) has been working full time alongside pupils and staff to develop teaching and learning outdoors.
- All children in school and ELC have a weekly session in the garden.
- Additional nurture outdoor sessions take place for some pupils.
- The Go Flourish teacher runs a weekly eco-warriors group with pupil representatives from each class.
- The Go Flourish teacher has delivered CPD related to outdoor learning for school staff.
- The Go Flourish project is regularly revisited at staff meetings as well as at pupil and parent council meetings.
- Metric data collections to measure the impact the project is having on children's wellbeing has been collected at regular intervals from children, staff and parents.

Impact:

- ✓ A range of stakeholders know about the project, its purpose and this has created a 'buy in' culture.
- ✓ The garden has been opened to visitors to ensure all information about the garden's progress is shared widely and the project is promoted.
- ✓ Staff have gained from working collaboratively with a specialist teacher who has developed their skills in outdoor learning. Staff have increased their own knowledge and skills which has benefitted pupils.
- ✓ Pupils have benefitted from having weekly sessions with a specialist teacher and increased their knowledge of gardening, sustainability and skills for life, learning and work.
- ✓ Pupils' mental health and wellbeing has benefitted from outdoor learning/ horticultural therapy.
- ✓ Data is being gathered with a view to evidencing the impact having a garden and regular outdoor learning has on pupils with a view to rolling the project out to other schools.

Next steps:

Continue to embed outdoor learning and measure its impact at North Kessock Primary School. Roll out the project to another school, to liaise/ advise other school on best practice. Further involve the local community in managing the garden and encourage local 'ownership' of the space. Complete the garden development with building of a play area.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

In terms 1 and 2, we used our Pupil Equity Fund (PEF) to allow us to have an additional PSA for 2.5 days a week to support learning. All pupils accessing this additional support were identified based upon attainment outcomes at the end of the 2023-24 session. This was then reviewed at the end of term 1 as part of pupil progress meetings. Teachers liaised closely with the PSA to ensure that the correct interventions are in place, based upon the needs of the pupils. Interventions are primarily literacy based.

From term 3 onwards, we used some of our Pupil Equity funding to allow us to have an additional teacher for 1 day a week, again with a view to supporting learning and narrowing the attainment gap. The additional teacher is used to free up class teachers so they can provide extra small group/ 1:1 support for pupils who benefit from additional support. Pupils were identified in Primary 1, 4 and 7 by analysing attainment data at the end of term 2.

From term 3 onwards, we also used PEF funding to invest in the Lexia reading and spelling online support program. This has benefitted a range of pupils in Primary 4 upwards to support their literacy learning, improve overall reading and spelling skills and narrow the attainment gap.

The PEF funding has been used to lead numerous interventions this session by both an additional PSA (until December) and an additional teacher (term 3 onwards). 33% of the pupils involved in interventions met their targets on time. However, 100% of pupils achieved and/ or exceeded their targets by the end of the school year which has led to a narrowing of the attainment gap as 58% of the pupils targeted through intervention have now attained the level expected for their age and stage.

Wider achievements

Coileanaidhean nas fharsainghe

Children at North Kessock Primary School have taken part in various sports competitions, including cross country races, athletics events, football tournaments. Children continue to benefit from the Saturday football club and there has been an after-school athletics club run by parents and staff in preparation for the Baillie Cup event. The school had successes at several events, winning at the Baillie Cup and the Ross-shire Cross Country events.

Children have had opportunities to achieve in Arts, including Christmas concerts, Easter Egg art competition and our termly Tawonashe trophy, which is awarded to a pupil who has excelled in the Arts, as chosen by school staff. The 'Kessock's Got Talent' talent show also allows pupils an opportunity to perform a range of talents.

Each term, the Flint Award for Good Citizenship is given out, as voted for by pupils.

Each week, there is a celebration assembly where children are awarded merit certificates for good work, a Champion Class and the winning House of the week are announced. Pupil Council, following participation in work focusing on learning in writing in the school, continue to award weekly handwriting awards in collaboration with teachers.

As well as a school Achievement wall, each class has a Mountaintop Moment wall where wider achievements are shared. Children also share their achievements to their Google Classrooms.

The Parent Council have worked closely with school staff to organise a talent show at school as well as discos for children in both school and nursery during the school session.

We always try our best; We are kind and helpful; We take care of each other; We listen; We tell the truth; We look after property

The children are working with resident groups from the local community to help to look after the community larder and have continued to contribute to the designs for and painting of the art murals in the North Kessock underpass.

North Kessock Primary School is the pilot school for the Go Flourish charity's garden project and now has a garden with a pond, a greenhouse, numerous plant beds, fruit trees and play areas. The school has an additional gardening/ outdoor learning teacher who leads sessions with all the children each week. St Andrew's University are measuring the impact of the garden on children, staff and parents, with a focus on how regular access to an outdoor space is benefitting children's mental health and wellbeing. The garden had an official Open Day where members of the local community could visit the garden and find out more about the project. The garden is now starting to open out of school hours to allow the local community to also be part of the project.

The school runs several nurture groups, including lego therapy; listening and talking groups; Attention Autism 'bucket' groups and baking groups.

Comments from learners, families, stakeholders and staff

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

STAFF

Our strengths include our weekly assemblies and our recognition of children's achievements; our involvement with the Go Flourish charity and having a fantastic and unique learning space with the school garden. There is strong leadership with an experienced and knowledgeable team. There is a clear vision and goals. There are strong pupil/ staff relationships. Pupils are involved in running the school. The head teacher supports career development. There is parental involvement in Google Classrooms.

PARENTS

"Ease and comfortableness of discussing any concerns with teachers. Children very much like their teachers and find them approachable."

"Sense of community within the school is strong within the school and out with."

"Small community school. Teachers work hard and this is much appreciated. Teachers engage well with parents. Teachers are warm and welcoming when in the school. Homework is good."

"Inclusive and well managed"

"Good communication skills with kids and parents. Very approachable. Most of all it is very personable. My daughter always has good things to say about staff including the kitchen staff. Caber always gets a special mention for how well she looks out for kids."

PUPILS

What makes our school unique?

"The students."

"The Flourish Garden and wild garden."

"Our freedom."

"The amazing teachers."

"The garden"

"A big football field so lots of people can play on it"

"We have a lot of clubs and our own version of Britain's Got Talent"

"The woods in our garden"

"Swans"

"We have the Flourish garden and we are the first school to have one. We also have a gardening teacher."

We always try our best; We are kind and helpful; We take care of each other; We listen; We tell the truth; We look after property

What do you like about North Kessock Primary School?

"All the books."

"The gardens."

"The homework."

"The opportunities to go to sports events."

"I like the teachers"

"Football pitch"

"The teachers and PSAs are always really kind"

"Gardening once a week"

"Tawonashe Hut and Trophy"

"Walk a Mile"

"Music teachers that come in"

"PE"

Buddies

"Play with boys and girls in ELC"

"I like all the people in it, and all the teachers. I also like how big our playground is"

"We have the Flourish garden, and I love being in the Eco Warriors"

"We can play football in school"

"I like how all the teachers help us with everything"

"I like how everyone is happy"

"The teachers are all really nice"

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

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

We always try our best; We are kind and helpful; We take care of each other; We listen; We tell the truth; We look after property

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Priority One for 2025-26: Learning, Teaching and Assessment

Priority Two for 2025-26: to work in collaboration with the Flourish Charity and the new school garden area to develop outdoor learning to promote health and wellbeing

Priority Three for 2025-26: Highland Council priority

All of the above priorities include the ELC setting as well as the school.

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 website

<https://sites.google.com/fortroseacademy.org.uk/nkps> or by contacting the school office.