

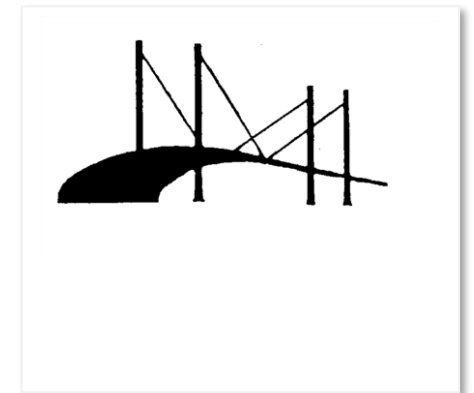


STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

North Kessock Primary School

PRIMARY/ELC



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%

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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 93.4%			Average Class Size 22.8			Meeting PE Target Target Met		
Pupil Numbers (inc nursery) 137 (+38 nursery)			Teacher Numbers 8			Pupil Teacher Ratio 17.1		
N3 12.5%	N4 9%	P1 12.5%	P2 11%	P3 12.5%	P4 12%	P5 12.5%	P6 10%	P7 8%
SIMD Q1 ¹ 0-10%		SIMD Q2 0-10%	SIMD Q2 0-10%		SIMD Q3 0-10%	SIMD Q5 90%+		Unknown 0-10%
ASN ² 0-10%		No ASN 90%	FSM ³ 20-30%		No FSM 70-80%	EAL ⁴ 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	Most	Almost all	Most

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
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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.

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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

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 1: Learning, Teaching and Assessment		
School Improvement Plan Priority: Learning, Teaching and Assessment		
Summary of progress	Next steps	Stakeholder Views
We have made good progress towards this priority. We have implemented the use of our Learning and Teaching handbook and policy which has improved consistency in practice across the school and is used by all teachers. We have embedded our procedures for tracking attainment, including the use of the Highland Council's Progress and Achievement tracker. This has assisted with identifying gaps in learning and targeting under-attainment and supported transition at the end of the academic year. We have embedded the use of the Highland Numeracy and Literacy progression frameworks in all classes to support teaching and learning. Consistent use of the progression frameworks has led to an increase in teacher confidence when making judgements about attainment and moderation activities have also used the progression frameworks as a basis for discussion and consistency in judgement making. The	- Target setting for pupils: consider how to effectively set meaningful targets with pupils. Work with parents to ensure targets are shared. - Introduce a cycle of Learning Conversations between pupils and teachers. - Revisit High Quality Assessment Task sheets (Learning Logs) to	Changes to our rewards and managing unwanted behaviour – pupil feedback: - 'It's good not to have peg charts and no-one is really misbehaving.' - 'Behaviour is better and the slips matter more than 5 minutes off Goldentime.' - 'Not many people are getting slips and they are behaving more well.' - 'Behaviour has got a lot better.' - 'It is a lot better now.'

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benchmarks within the progression frameworks are also considered when discussing attainment at termly pupil progress meetings which has led to a more focussed professional dialogue and more secure judgements on individual progress. School has engaged with the meta-skills toolkit and introduced 3 meta-skills each term. Meta-skills now underpin learning in all classes and children can link their learning to skills they are applying, as seen at lesson observations. The school has also revisited its Promoting Positive Relationships policy, including rewards and managing unwanted behaviour in school. A new policy was implemented in Term 4 following views being gathered and work with pupils, parents and staff. The revised policy is written to take account of the United Nations Rights of the Child. This policy will be reviewed termly. The ELC have worked to plan more effectively for early literacy and numeracy (also engaging with the progression frameworks) and ensured this is evidenced in Floorbooks, children's profiles and in planning documents. This has led to children's progress at Early level, as evidenced in profiles and in the Developmental Overviews as well as in the tracking of curricular areas in both the Floorbooks and the 'My Learning Journey' folders for each child. Professional dialogue that has resulted from self-evaluation of the indicators in the new Quality Improvement framework has identified what ELC are doing well and what we will do next.	ensure tasks reflect skills-based learning. - Fully embed the Learning and Teaching handbook and policy in all classes and ensure any new teachers are following the guidance in these documents. - Consider all aspects of what makes a good lesson which will lead to improved consistency across the school. - Develop the use of 'Emotion Works' to support wellbeing (school and ELC) - Continue to incorporate meta-skills into learning and teaching - Monitor Promoting Positive Relationships policy - Familiarise/ work with new materials for the Curriculum Improvement Cycle - ELC: to develop outdoor learning space and outdoor activities for Literacy/ Numeracy - ELC: develop skills for leading learning in early level Literacy and Numeracy	- 75% of Primary 4-7 pupils say they feel safe in school - 83% of Primary 4-7 pupils say they have someone in school to speak to if they are upset or worried about something Pupils' views on meta-skills: 'I like how they build up confidence in people.' 'They help us learn about things to improve and work with friends.' 'It shows you how to work in a team.' 'I like that they all have names.' <u>Pupil views on Learning, Teaching and Assessment (surveys):</u> • 85% of pupils are happy with the quality of teaching in their school either all of the time or some of the time • 64% of Primary 4 -7 pupils enjoy learning at school • 75% of Primary 4-7 pupils feel their work in school is hard enough • 74% of Primary 4-7 pupils said staff help them understand how they are progressing with their school work • 83% of Primary 4-7 pupils said they are happy with the quality of teaching in school
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		Staff views on Learning and Teaching: - Progressive curriculum in place that is consistent across school - Learning and Teaching policy and handbook: 'Consistency in approach for learning and teaching' - 'Useful for new staff to have consistent approach' Staff also like the professional dialogue that takes place during moderation activities and find this beneficial. <u>Staff views from survey:</u> - 100% of teachers said that they receive appropriate support for planning, preparation and assessment - 67% of staff agreed that they are aware of and involved in the school's strategies for raising attainment for all - 67% said that moderation activities are helping them to make sound professional judgements - 100% said that they feel they are a valued part of the school's community - 100% said that their professional learning enables them to reflect on and improve their practice <u>Parents' feedback from Open Afternoon about learning and teaching:</u> - 'lovely environment' - 'activities were brilliant!'
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		- 'great to visit the class and see their super work' - 'nice to add comments to the learning' - 'very nice to see how proud the class are showing their work.' <u>Parental views from survey:</u> - 81% said their child likes being in this school - 71% said their child finds their work hard enough - 71% said their child is making good progress at school
Impact		✓ Literacy and Numeracy Progression Frameworks are now effective planning and tracking tools and have also supported teachers in assessing and making secure judgements on pupil progress. This has ensured more confidence in making attainment judgements. ✓ The Learning and Teaching handbook and policy has led to an improvement in consistency across the school. ✓ Both the school's own tracking tool and the 'Progress and Achievement' tracker tracks pupil progress over the session and assists teachers in identifying under-attainment and focusing on narrowing the attainment gap, as shown by pupil progress meeting records. This is evident in improvements in attainment in both Primary 1 and Primary 7. They have also been part of an improvement in teacher accuracy around judgements, which is reflected in some changes to overall proportions of pupils achieving Curriculum for Excellence outcomes, where reading has moved from 'almost all' to 'most' pupils achieving their expected levels in Primary 1, 4 and 7 combined. ✓ 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 in both literacy and numeracy have supported teachers in making confident and accurate judgements on pupils' attainment. ✓ As pupils have learned about the meta-skills and increased their understanding of them through engagement with them as part of everyday learning, they show a developing understanding of skills for life, learning and work. ✓ School has engaged with all stakeholders to review and revisit its practices for Promoting Positive Relationships, including managing unwanted behaviour. A new policy has been introduced in Term 4 and so far, is proving effective and an improvement in overall behaviour is evident. ✓ UNCRC rights are being promoted throughout both school and nursery as part of our curriculum alongside the SHANARRI indicators. ✓ ELC staff have further developed their knowledge of the curriculum at early level for literacy and numeracy and can provide a range of activities to support children's learning as well as track and evidence individual progress.

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School Priority 2: school garden		
School Improvement Plan Priority 2: To work in collaboration with the Go Flourish Charity and the school garden area to develop outdoor learning to promote positive health and wellbeing.		
Summary of progress	Next steps	Stakeholder Views
North Kessock Primary School is part of research and development project run by the Go Flourish Charity. North Kessock Primary is the pilot school. For the second year of the project, the school and charity have worked closely together to integrate the garden further both within the school and the wider community. The school staff have increased in confidence and now take a lead in planning their outdoor learning sessions with the liaison teacher provided by the charity. Each class has its own planting area that they are responsible for. Within school, the liaison teacher has furthered the work she undertakes with children, now running an Eco-Warriors group, a nurture group and a lunchtime gardening club. The garden also offers additional sessions/ workshops for families to visit out of school hours and members of the local community support with garden maintenance. A play area (The Crown) has also been added to the garden which is used as a reward to promote positive relationships and behaviour. Metrics data continues to be collected by St Andrew's University to measure the impact of the garden. This is being tracked over a three-year period. Good progress has been made on this priority.	- Ongoing involvement of all stakeholders in garden's development - Metrics data collection by St Andrew's University to continue - Teacher provided by Go Flourish charity to continue in 2026/27 - Ongoing timetable for outdoor learning in place for school pupils and ELC children - Garden to continue to be used for additional groups of pupils: nurture group, eco-warriors, lunchtime gardening club	Pupils' views of the garden: 'It's special and colourful' 'It helps you relax' 'It helps us to eat healthier and get stronger' 'It calms you down when people are mad' 'It teaches you about plants you can grow and helps if you want to be a gardener when you're older.' Staff: Staff feel that children's knowledge around gardening and sustainability has improved. Teachers say they

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	- Children to continue to develop horticultural skills and understanding of sustainability - Children and staff to work independently on own 'no dig' beds provided as part of garden - Continued engagement with wider community, including out of school workshops	feel more confident in teaching and learning in the garden and feel increasingly able to take a lead with outdoor learning sessions. Parents: Parents feel that the garden is amazing and really beneficial for pupils. They really appreciate it being available as part of lunchtime opportunities. • 71% agreed or strongly agreed that their child finds their learning activities hard enough
Impact		
✓ The school and the wider community are taking increase ownership of the garden. ✓ There is an increase in confidence and independence from school staff in making use of the garden and developing outdoor learning. This has benefitted pupils most notably with their concentration and social skills, as evidenced in the Year 1 data summary from St Andrew's University. ✓ Children benefit from learning outdoors and show an understanding of sustainability and caring for the outdoor world. ✓ The garden is regularly opened to visitors to ensure ongoing information about the garden's progress is shared 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 benefit from having weekly sessions with a specialist teacher and increased their knowledge of gardening, sustainability and skills for life, learning and work. ✓ Pupils with an interest in horticultural skills are accessing the garden at lunchtimes which supports their health and wellbeing. ✓ Pupils' mental health and wellbeing is positively impacted from outdoor learning/ horticultural therapy. Children requiring additional nurture are enjoying additional sessions in the garden which also supports their health and wellbeing and has led to an improvement in concentration and social skills, as evidenced in the Year 1 data summary from St Andrew's University.		

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- ✓ 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.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

We used our Pupil Equity Fund (PEF) to allow us to have an additional PSA for 2 days a week to support learning. All pupils accessing this additional support were identified based upon attainment outcomes at the end of the 2024-25 session. This has been reviewed 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.

Last session, we used some PEF funding to invest in the Lexia reading and spelling online support program for 2 years. This continues to benefit a range of pupils in Primary 4 upwards to support their literacy learning, improve overall reading and spelling skills and narrow the attainment gap. Most pupils are working at the level expected for their age and stage in reading.

As of Term 3, school used some PEF funding to invest in the Emotion Works health and wellbeing programme. Teachers are now engaging with the Emotion Works material and supporting pupils to be familiar with the 'cogs.' This is creating a shared language when talking about emotions, what can trigger behaviour and strategies to regulate uncomfortable emotions. This is having a positive impact on health and wellbeing. The Highland Wellbeing Tracker showed positive scores of 78% (7/10 or higher) of pupils' sense of their wellbeing in school.

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Some of our PEF funding has been used to support learners to engage in the Singing Playgrounds project. Pupils have been trained as song leaders and lead regular sessions on the playground. This has supported younger pupils to have positive playtimes in school as well as in engaging in a music related activity. This is an additional activity that supports health and wellbeing in the school. The Highland Wellbeing Tracker showed positive scores of 78% (7/10 or higher) of pupils' sense of their wellbeing in school.

The PEF funding has been used to lead numerous writing interventions this session by both an additional PSA. 17% of the pupils involved in interventions are now working at the level expected for their age and stage. An additional 72% have made good progress and met targets set for them and narrowed their gaps in attainment.

Wider achievements

Coileanaidhean nas fharsainghe

Children at North Kessock Primary School have taken part in various sports competitions, including cross country races, athletics events and 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, the Ross-shire Cross Country events and the winter running series. Our Primary 7 pupils also attend a residential visit to Loch Insh water sports centre with pupils from other local primary schools each year.

There are several clubs that take place after school, namely OJ Sports and a Cheer club. Ross County football club leads a weekly session within school hours to support pupils in developing good sportsmanship skills on the pitch.

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.

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

As part of the weekly assembly, children are awarded merit certificates in recognition of good work and a Champion Class and House point totals are announced. Pupil Council continue to award weekly handwriting awards in collaboration with teachers.

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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 discos for children in both school and nursery during the school session. Parents have also taken a lead in organising a sponsored Duathlon and Colour Run.

The school has been part of the Singing Playgrounds project which has trained pupils in leading playtime session in teaching songs to younger children. The song leaders had the opportunity to present their project to the local SWI at their annual general meeting and to take part in a celebration event at Inverness Cathedral. Older pupils now regularly lead playground sessions as part of playtimes. Primary 6 pupils have also been trained as Junior Leaders and support younger children to learn new games to play when outdoors.

The children are working with the local Community Council to contribute to the designs for and painting of the art murals in the North Kessock underpass. The local minister visits school regularly for assemblies and the children visit the local church for an Easter service.

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 opens out of school hours to develop engagement with the wider community and provides workshops for families in holiday time.

The school runs several nurture groups, including lego therapy, baking groups, Seasons for Growth and horticultural nurture.

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Comments from learners, families, stakeholders and staff

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

Following self-evaluation surveys being distributed to learners, families and staff, here are some of the outcomes:

Parents (38/103 families responded to the survey):

- 81% agreed or strongly agreed that their child likes being at this school
- 87% agreed or strongly agreed that staff treat their child fairly and with respect
- 76% agreed or strongly agreed that staff really know their child as an individual
- 71% agreed or strongly agreed that their child finds their learning activities hard enough
- 84% agreed or strongly agreed that their child is encouraged by the school to be healthy and take regular exercise
- 69% agreed or strongly agreed that the school supports their child's emotional wellbeing

Pupils (all pupils from P4-7 responded to the survey):

- 75% of pupils agreed or strongly agreed that they feel safe in school
- 83% of pupils agreed or strongly agreed that they have someone in school they can speak to if they are upset or worried about something
- 83% of pupils agreed or strongly agreed that school teaches them how to lead a healthy lifestyle
- 92% of pupils agreed or strongly agreed that school offers them opportunities to take part in activities in school beyond the classroom
- 72% of pupils felt they had a say in what and how they learn either all of the time or some of the time
- 85% of pupils are happy with the quality of teaching in their school either all of the time or some of the time

School Support Staff

- 100% find it rewarding to be a member of staff at school
- 100% feel valued as a part of the school's community
- 100% feel appropriately supported by the school to undertake their role
- 100% feel colleagues treat each other with respect
- 100% agree that the school deals well with bullying
- 100% strongly agree that the school is well led and managed

Teachers

- 100% strongly agree or agree that they find it rewarding to be a member of staff at school
- 100% strongly agree or agree that their professional learning enables them to reflect on and improve their practice
- 100% agree that they are actively involved in the school's ongoing self-evaluation
- 100% strongly agree or agree that the school's vision and values underpins their work
- 100% strongly agree or agree that staff treat all children fairly and with respect
- 100% agree that the school is well led and managed

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

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

SIP 2026/27

School improvement priority one: Learning, Teaching and Assessment

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School improvement priority two: Inclusion

School improvement priority three: To work in collaboration with the Go Flourish Charity and the school garden area to develop outdoor learning to promote positive health and wellbeing

All three of the above priorities involve ELC/ Nursery.

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.

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