



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024



Kilchoan Primary School

Introduction: Local and National Context

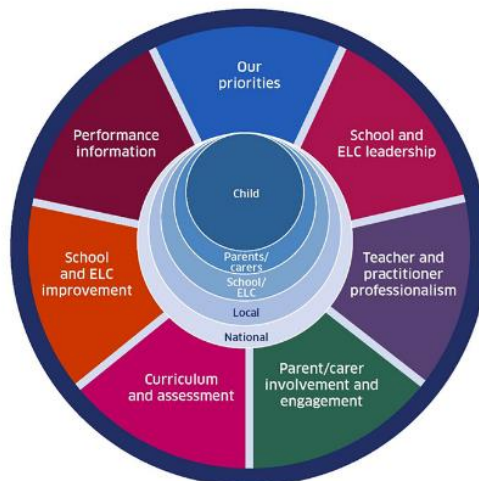
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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 90%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2023-24. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

Looking outwards - learning from others

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

Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

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



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Lyndsay Bradley
Headteacher
Kilchoan Primary

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
96.3%

Average Class Size
17

Meeting PE Target
Target Met

Pupil Numbers
17 (+ 1 nursery)

Teacher Numbers
2 (1 part time)

Pupil Teacher Ratio

2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4 combined):

Reading

Almost all

Writing

Almost all

Listening and talking

All

Numeracy

Almost all

We have had no exclusions this year.

Kilchoan Primary School accommodates pupils from the western most point of Ardnamurchan, to the Glenmore Burn in the east.

The school building is located at the eastern side of the village of Kilchoan. In 1968 a timber-built extension was added to enable the roll to be accommodated in two separate classes, with the inclusion of indoor toilet facilities. The Nursery takes place in the old building and Primary 1-7 are taught in the one classroom in the extension. Our Nursery has just had a kitchen refit and extension which includes their own toilet and office area.

The headteacher is a cluster head for Kilchoan Primary School and Bun-sgoil Àth-Tharracail - Acharacle Primary School. The staff and pupils work together as often as possible.

There are 17 children attending the school and 3 children in the nursery (2 non-funded). P1-7 are taught in one class, we now have an additional 0.5 teacher along with the full time Principal Teacher.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall, attainment across the school in literacy and English and numeracy and mathematics is very good. Almost all children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. All children who face barriers to learning are making good progress towards meeting their individual targets.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Motivated Pupils Enabled Staff Involved Parents
Perseverance Endeavour Enjoyment Confidence Kindness

Our aims:

Our aims:

- Kilchoan will be a safe school where we can grow and learn because we feel wanted, encouraged and excited about learning.
- We have a say in the school – our opinions are listened to.
- Learners will be confident and ask lots of questions.
- Learners will manage their feelings, be fit and get on well with every kind of person. This will help them enjoy life and reach their goals.
- Parents/carers and staff will work closely together to help children learn.
- We will work well with local groups because we can learn so much from our community.
- We will all value differences in people in our community and our world and show respect for each other.
- Everybody will succeed in their learning and will CELEBRATE achievement.
- We will respect the buildings and belongings of our school and community and take care of our changing world.
- We will keep learning and keep getting better so our learning/school is the best it can be.

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:

Raising Attainment in Literacy and Numeracy

Purpose:

We have very high expectations for our pupils and are proud of our sustained attainment during Covid and staffing shortages. We wish to continue building on our success and strive for increased attainment and achievement across our classes and nursery and for each individual pupil

Progress:

- ✓ Wellbeing screening and target setting continues to ensure that all pupils are in the right place to learn
- ✓ Increased staff confidence and consistency in whole school Literacy and Numeracy approaches.
- ✓ Increased attainment in literacy and numeracy across the classes and nurseries shown through data interrogation.

Impact:

- ✓ Screening has shown a high level of pupil confidence across the wellbeing indicators
- ✓ Staff have engaged all year in a range of Highland Council Literacy and Numeracy training events and this has been implemented into practice in all classes.
- ✓ Attainment is very good across all classes with almost all pupils at P1/4 achieving the appropriate level. Pupils at other stages making

Perseverance Endeavour Enjoyment Confidence Kindness

- ✓ Improved planning and tracking of skills across the four contexts

appropriate progress including those with barriers to learning.

- ✓ Planning and tracking of skills ongoing. Staff training on Meta skills and progression on in-service day. To be progressed as project next session.

Next steps:

- ✓ Cluster project on Meta Skills

School Priority:

Understanding and improving assessment and moderation strategies in learning, teaching and assessment

Purpose:

This project has been developed in response to dips in attainment in both Literacy and Numeracy across Highland. There is a variation in confidence across schools in using the Benchmarks.

Progress:

Impact:

Content

- ✓ Consistent judgements will be given based on an increased understanding of data.
- ✓ Staff will have increased confidence in submitting ACEL judgements.
- ✓ Consistent judgements will be given based on an increased understanding of data.

- ✓ Full participation from all English Medium staff across ASG and agreement on levels between colleagues
- ✓ Staff articulate improved confidence in ACEL judgements
- ✓ Data used by all to ensure progress and inform next steps

Next steps:

- ✓ QAMSO will continue to lead ASG Moderation in EM

School Priority:

Recognising and Realising Children's Rights (Year 2)

Purpose:

Classes have been working on UNCRC rights over the last few years however with Covid disruptions and staffing changes within school some pupils felt that they did not have a full understanding

Progress:

Content:

- ✓ Raise awareness and develop knowledge and understanding of the United Nation Convention of the Rights of the Child (UNCRC)
- ✓ Improved self-evaluation of our practice in light of the UNCRC
- ✓ Improved delivery of skills across the four contexts

Impact:

- ✓ RRS woven into planning in all classes and nursery throughout the session
- ✓ Emails and links sent home to parents to ensure understanding and allow for discussion at home.
- ✓ Open session with parents where they took part in RRS activities and learned from the pupils
- ✓ Silver award achieved
- ✓ Ongoing assessment of pupil understanding and awareness including gathering pupil voice and observations shows far greater understanding of UNCRC, their rights and terminology

Next steps:

- ✓ All actions ongoing into next session. RRS will not be a specific improvement project but the learning will permeate the curriculum and ethos.

Wider achievements

Coileanaidhean nas fharsaingne

- Children participate very well in rich opportunities for achievements. These are celebrated using a range of approaches within the school, and with external recognition
- The headteacher tracks opportunities beyond the school and this shows a high level of participation from almost all pupils
- Children engage very well with learning through sports and in the outdoors, while supporting their wellbeing. This develops their attachment to their local environment.
- Children take care of their environment through opportunities such as the Eco-Committee. Their activities are customised to their local area
- Children learn about the history and traditions of the area through meaningful use of traditional music, local stories and visits, Gaelic songs and culture. This also develops their local dialect and vocabulary.
- Pupils are learning musical instruments through visiting tutors
- Children are beginning to connect opportunities to skills.

Comments from learners, families, stakeholders and staff

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

- ✓ We each get what we need for learning and no-one feels left out
- ✓ We learn about rights and about being respectful
- ✓ Being kind is one of our school rules
- ✓ We are expected to stay on task because that is one of your school rules
- ✓ We are most engaged in our learning when we have the freedom to be creative and innovative
- ✓ Our school grounds are amazing and we love working and playing outdoors
- ✓ We would like more equipment
- ✓ We check our work at the end of most lessons and record progress in our learning journals
- ✓ We like STEM challenges
- ✓ I like getting shown how to do something in art and then having the freedom to develop it myself
- ✓ Children are offered a wide choice of experiences to enhance their experience and learning in schools: panto, christmas fayre, skiing, cross country
- ✓ Learning journals recorded by staff and learners, sharing their school experience with parents
- ✓ Clear awareness of the school improvement plan for Kilchoan. A shared understanding of areas needed for development
- ✓ Work with local community a key feature of the school. Links with Ferry Stores, Community Centre and church
- ✓ Work with community groups: Lochaber quilting, Hebridean Dolphin and whale trust, Ice Cream productions
- ✓ Workshops held for parents to understand how learning takes place in school and see how their child learns in school
- ✓ Outdoor learning is timetabled. Outdoor provision is a current area of development in the school

Capacity for continuous improvement

Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY
QI 1.3 Leadership of change	Good	Good
QI 2.3 Learning, teaching and assessment	Good	Good
QI 3.1 Wellbeing, equality and inclusion	Good	Good
QI 3.2 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

- ✓ Assessment and Moderation
- ✓ Development of Meta Skills
- ✓ Health and Wellbeing including Relationships, Sexual Health and Parenting

Planning ahead

A' planadh air adhart

Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our closed parent Facebook Group <https://www.facebook.com/groups/282381823147103> or by contacting the school office.