



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

KILCHUIMEN PRIMARY SCHOOL AND NURSERY



KINDNESS ASPIRATION RESPECT

Introduction: Local and National Context

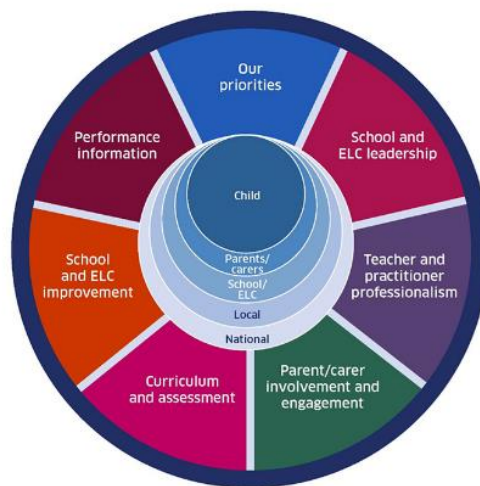
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

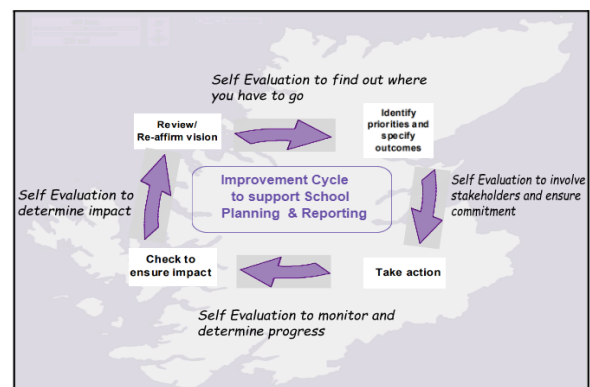
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Yvonne Walker
Head Teacher
Kilchuimen 3-18

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
91.2%

Average Class Size
15.33

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
46 (+7 nursery)

Teacher Numbers
3

Pupil Teacher Ratio
16:1

2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading

Most

Writing

Most

Listening and talking

Most

Numeracy

Most

We have had no exclusions this year.

Kilchuimen 3-18 School is located in a rural setting serving the local communities of Fort Augustus and Glenmoriston, in the Great Glen area of the Highlands of Scotland.

There are forty-six children attending the primary school and seven children in nursery, ranging from N3 - P7. P1/2, P3/4/5 and P6/7 are taught in three composite classes, and there is a separate nursery for three and four year olds.

The headteacher has overall leadership responsibility for Kilchuimen Primary School and Nursery, and Kilchuimen Academy. The headteacher is supported by a Depute Head Teacher. Staff and children from both schools work together regularly.

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 good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Most children who face barriers to learning are making satisfactory progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Good progress

Writing

Good progress

Listening and talking

Good progress

Numeracy

Good progress

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Vision

At Kilchuimen we are keen to ensure that we have created a progressive curriculum which places our children and young people firmly at the centre of our planning. The curriculum takes account of the breadth and range of the Experiences and Outcomes presented by the Curriculum for Excellence documents.

The school provides a welcoming learning environment where all members of the school community feel valued and are inspired to fulfil their potential. We ensure that, throughout their time at Kilchuimen Nursery, Primary School and Academy, opportunities are created for the children and young people to develop skills for learning, skills for life and skills for work so that they are well equipped for their future lives.

Our school and nursery aims clearly link with the four capacities of Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens.



Values

The values we promote at Kilchuimen were carefully selected by staff and pupils in February 2020. They are:

Kindness
Aspiration
Respect

Aims

Our Aims are:

- To create an ethos in which hard work is valued and possible, and where self-respect and respect for others are evident.
- To promote personal achievement and encourage individuals to reach their potential.
- To promote healthy lifestyles and wellbeing.
- To develop self-esteem and confidence through the involvement of children and young people in decision making.
- To ensure equality of opportunity and provision for all pupils, and so promote positive attitudes towards fairness.
- To develop awareness of real-life issues and economic development.
- To establish a spirit of partnership through working in collaboration with parents, other education providers and the local community.

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:

Improving behaviour will lead to increased attainment.

Progress:

- ✓ Draft “Positive Behaviour” policy is ready to be taken to shareholders.
- ✓ Shared understanding of stages of behaviours.
- ✓ Pupils are aware of how expectations link to our school values.
- ✓ New online profiles are “live”.

Impact:

- ✓ Better behaviour is leading to better learning.
- ✓ Pupils have the opportunity to engage positively through learner conversations.
- ✓ Continuing improvement of literacy and numeracy skills.

Next steps:

- ✓ Involve parents and parent councils so that pupils arrive at school “ready to learn”.
- ✓ Produce new “Learning and Teaching Framework” so that lessons are consistently good or better (WTA/SE calendar)
- ✓ Teachers should ensure they are building resilience among pupils.
- ✓ Ensure learner conversations are recorded.
- ✓ Produce 3-18 “Literacy for All” and “Numeracy for All” frameworks (WTA/SE calendar)

School Priority:

Developing leadership for Positive Outcomes

Purpose:

Becoming a “Rights Respecting School”.

Progress:

- ✓ Rights Respecting Schools Bronze status awarded.
- ✓ First version of a yearly calendar piloted successfully.

Impact:

- ✓ KA Pupil Forum now works directly with KPS Pupil Council and Committees to ensure their voice is heard.
- ✓ Class teachers taking responsibilities for Committees- Pupil Council, Eco- Committee, Reading Group and Junior Road Safety Officers.
- ✓ A yearly calendar ensures that all committees have a voice and that they work with appropriate partners e.g. Pupil Council meeting with Parent Council.

Next steps:

- ✓ Work towards RRS silver status.
- ✓ Ensure new calendar is prioritised as necessary.

School Priority:

Raising Attainment

Purpose:

We would like to raise attainment in Literacy and Numeracy

Progress:

Content:

- ✓ Clear Literacy expectations.
- ✓ Consistent approach to improving Numeracy skills.

Impact:

- ✓ Numeracy is now beginning to see signs of improvements, but not enough to measure success. All P1 pupils are attaining Early Level, less than half P4 pupils attaining First Level and the majority of P7 attaining second Level.
- ✓ Literacy aligns with the expected levels for most pupils, with all P1 pupils attaining Early Level, most P4 pupils attaining First Level and the majority of P7 attaining second Level.

Next steps:

- ✓ Monitoring of Literacy ACEL data to show us if this is sustained over time.
- ✓ Improve P4 Numeracy levels.
- ✓ Improve and/or sustain Numeracy levels of P7s going into S1.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

P3 Literacy: 100% of group have improved on Tracking and Monitoring overview by 1 grade (D to C, or C to B). 100% of targeted pupils have improved a grade and 100% now on track for ACEL.

P6/7 Literacy 100% of group have improved on Tracking and Monitoring overview by 1 grade (D to C, or C to B). 100% of targeted pupils have improved a grade. Not yet on track for ACEL.

Wider achievements

Coileanaidhean nas fharsainghe

- At the beginning of the school year, all primary pupils signed up for committees: Eco-committee, Reading Group, Junior Road Safety Officers, and Pupil Council. They have weekly meetings, they share successes at weekly assemblies and they are supported to link with other relevant groups. E.g., the Pupil Council met with the Parent Council and the Parent Council secured funding for a residential trip coming up in November 2024. The Reading Group won a grant for new books and to create a new library.
- P4-7 attended a block of swimming lessons at Inverness Aquadome.
- One of our P6 pupils was Highly Commended in the national 'If you were an engineer' competition.
- During May, the school had a week packed full of activities. P7 had a two-night residential trip to Edinburgh, P4-6 visited "Active High" outdoor adventure centre, Nursery and P1-6 went on a cruise on Loch Ness, visited a local park and went on a 4K walk.
- Throughout the year, shinty players attended several tournaments in various parts of the area.
- The athletics team won the "medium schools" trophy at the Lochaber Athletics Competition.



Comments from learners, families, stakeholders and staff

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

In September 2023, parents and carers completed a questionnaire to aid us with school improvement:

- All responders said that they agree or strongly agreed that their child is happy at school
- Almost all responders said that staff treat their child fairly and with respect
- All responders said that they felt that their child is safe at the school
- Almost all said that the school helps their child to feel confident
- Almost all said that they felt that staff really know their child as an individual
- Almost all said that they felt that their child receives the help they need to do well
- Most felt that the school supports their child's emotional wellbeing
- Almost all felt that their child is making good progress at the school

A "Learning and Teaching" survey in May 2024 gathered the following comments from pupils:

- Students are happy to be around teachers.
- The students act well behaved around the teachers because they respect him, and he respects the students as well and is nice to us.
- We have an agreement with the teachers to keep good behaviour in class. We get told the big rules at the beginning of term. We get to choose our class rules.
- We learn the rules from constructive criticism.
- (Teachers) help if you're stuck, cheer you up if you're upset. Teachers say, "You can do it".
- (Teachers) try to make the lessons fun.
- The teacher tells me what to do and if I need help, she'll help me. I get little box things (cubes) to help me with maths.
- (Teachers) ask us to work independently.

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

Improvement Priority Title
1. Learning and Teaching Framework
2. Numeracy for All Framework
3. Literacy for All Framework

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 website <https://kilchuimen.com> or by contacting the school office.