

STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

KILCHUIMEN ACADEMY 2023/24



KILCHUIMEN ACADEMY
HIGHLAND COUNCIL | STATION ROAD, FORT AUGUSTUS

School Profile

Pròifil na Sgoile

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 sources.

Kilchuimen Academy is located in a rural setting serving the local community of Fort Augustus which is at the south-western edge of Loch Ness.

There are 50 children attending the school, ranging from S1 to S6

The headteacher has overall leadership responsibility for Kilchuimen Academy, Kilchuimen Primary School and Kilchuimen Primary School Nursery. The headteacher is supported by two deputy head teachers and two principal teachers. 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.

We have had no exclusions this year.

Data relating to our context:

Pupil Numbers	Attendance	Exclusions	Teacher Numbers (FTE)
50	85%	0	9.82

S1 numbers	S2 numbers	S3 numbers	S4 numbers	S5 numbers	S6 numbers
7	4	10	6	13	9

SIMD Q1	SIMD Q2	SIMD Q2	SIMD Q3	SIMD Q5	Unknown
0%	0%	0%	12%	88%	0%

Overall ASN	Free School Meal	EAL	Glossary: FTE – Full Time Equivalent SIMD – Scottish Index of Multiple Deprivation 1= % of pupils living in most deprived areas 5=least deprived areas ASN – Additional Support Needs EAL – percentage of learners for whom English is an Additional Language
28%	12%	6%	

Attainment

Literacy and Numeracy in S1-S3 – Broad General Education -

Level 3 2023/2024 Percentage of pupils achieving Curriculum for Excellence Levels by the end of S3

Reading	Writing	Listening and talking	Numeracy
100%	100%	100%	100%

Level 4

Reading	Writing	Listening and talking	Numeracy
40%	40%	40%	50%

Senior Phase

Literacy data from insight for S4/5/6 data as a whole cohort shows that in 2023 that the L4 awards was only marginally lower (1%) than the virtual comparator, whereas the percentage of L5 awards were matched to the virtual comparator (Graph 1). This is an improvement on 2022 data. 100% of the S4 cohort achieved a L4 literacy award in 2023, which was last achieved in 2020 and 2019, with 75% of this cohort achieving a L5 literacy award, this being 10% higher than the virtual comparator.

Numeracy data at L4, in the S4 cohort, has remained relatively constant for the 2024 (71%) and the previous 4 years (63 – 79%), due to the numbers of pupils in Kilchuimen this variation in range could represent just one pupil difference. L5 awards in numeracy also remain relatively constant over the last 3 years from 29% in 2012 to 21% in 2023. This does continue to be significantly lower than the virtual comparator. When numeracy data for the S4/5/6 cohort is examined (Graph 2) there is a continued improved on the number of L5 awards from 2021 (30%) to 2023 (54%), although this is significantly well below the virtual comparator.



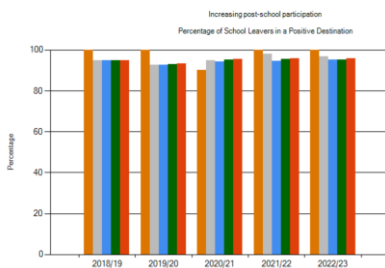
Graph 1



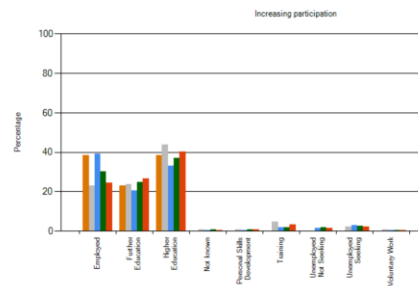
Graph 2

Destinations of School Leavers

In 2022/23 100% of leavers had a positive destination, this is a reoccurring trend in 4 out of the last 5 years. This continues to remain greater than our virtual comparator (Graph 3). All leavers either go into employment, further education or higher education (Graph 4). The number of people entering employment on leaving KA is far greater than the VC, whereas the Number of people entering higher education was slightly below the virtual comparator.



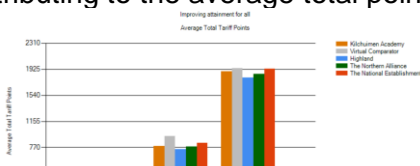
Graph 3



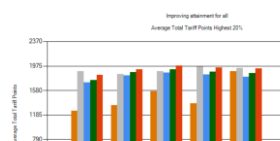
Graph 4

Cohorts

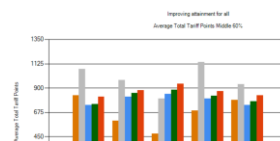
The lowest attaining 20% in S4/5/6 are supported well to achieve in Kilchuimen, in 2023, achieving better than the virtual comparator (Graph 5 & 8). In S4, all candidates achieving at least one L5 award with almost all achieving two L5 awards (greater than the virtual comparator). By the end of S6 all candidates achieved one or more L6 award, most achieved at least 2 or more L6 awards. The middle 60% continue to be an area of concern across S4/5/6 attainment across this cohort has continued to improve (Graph 7) but does continue to lag behind the virtual comparator. Opportunities for wider achievement continue to be developed with most of the S5/6 being presented for employability skills award, and mental health units, contributing to the average total points of all cohorts, including the top 20% (Graph 6).



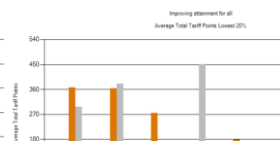
Graph 5



Graph 6



Graph 7



Graph 8

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 of improvement plan projects for session 2023/24

Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the priorities for Scottish Education based on the National Improvement Framework aimed to deliver excellence and equity. Parent/Carer information is available [here](#).

School Improvement Plan Priority 1 <i>Learning, Teaching and Assessment</i>	
Summary of impact	Next steps
<ul style="list-style-type: none"> ✓ Better behaviour is leading to better learning ✓ There is a shared understanding of how to ensure lessons are better planned, differentiated and paced and are more challenging ✓ Pupils have the opportunity to engage positively through learner conversations ✓ Continuing improvement of literacy and numeracy skills 	<ul style="list-style-type: none"> ✓ 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 Improvement Plan Priority 2 <i>Developing leadership for Positive Outcomes</i>	
Summary of impact	Next steps
<ul style="list-style-type: none"> ✓ Rights Respecting Schools Bronze status awarded ✓ Pupil council were involved with canteen improvements ✓ Senior pupils getting new common room and having input on furnishings ✓ Dance Committee supported to apply for a grant and to fundraise ✓ Social Council now works directly with Pupil Council and Committees to ensure their voice is heard ✓ Some parents and partners have been involved with setting up and running new courses (Rural Skills) ✓ Class teachers taking responsibilities such as Social Committee and organising trip to London 	<ul style="list-style-type: none"> ✓ Prefects/monitors to be appointed ✓ Work towards RRS silver status ✓ Plan a Pupil Forum calendar in line with KPS ✓ Barista students will have enterprise events through the KPS and KA calendar ✓ Teachers leading and participating in working groups

School Improvement Plan Priority 2 <i>Raising Attainment</i>	
Summary of impact	Next steps
<ul style="list-style-type: none"> ✓ Improved SCQF level outcomes for Literacy ✓ Numeracy is now beginning to see signs of improvements, but it is not yet possible to measure success. ✓ Literacy aligns with the expected levels for most pupils with S1 attaining level 3, S2 attaining level 4 and S3 attaining level 5 ✓ More pupils are able to take more courses at higher levels ✓ Tariff points will be increased through our new courses including Rural Skills, Sports and Fitness and Barista Award 	<ul style="list-style-type: none"> ✓ Monitoring of Literacy and Numeracy Level 5s to show us if this is sustained over time ✓ Improve uptake in Numeracy and Maths certificate classes

KINDNESS ASPIRATION RESPECT

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

SEEMiS Progress and Achievement shows 100% of target groups, within S1-3, are making better progress towards achievement of their next Curriculum for Excellence level in Literacy and/or Numeracy (ACEL).

Wider achievements

Coileanaidhean nas fharsainghe

- At the beginning of the school year, some S5/S6 pupils formed a Social Committee to raise funds for school dances. They successfully sold items at the Kilchuimen Primary School Christmas fair and they secured a grant for decorations from the Fort Augustus and Glenmoriston Community Company.
- S4/5 completed employability awards with the support of Robertsons Construction.
- 11% of our senior phase pupils successfully completed work experience programmes.
- As in other years, one of our pupils attended Abriachan Forestry School, achieving his FOLA Award.
- Virtually and in person, around 25% of our S5/6s attended UHI courses.
- Building on from the success of Hill to Grill last year, senior students at started their "Farm to Fork- The journey of Food:Sheep & Wool" Programme. This programme was created in partnership between DYW, RHET Highland and Loch Ness Rural Communities. The students visited Balnagown Estate where they found out about regenerative agriculture and changes in farming practices over the years. They visited Dingwall & Highland Marts Limited to find out about the role of the auction mark in livestock production. The week concluded with working with a local chef, Danielle Menzie from Glendoe Estate, to prepare and cook lamb dishes for judges.
- During May, the S1-3s had a week packed full of activities. They sailed Loch Ness on a rib boat, visited Landmark, went to a climbing wall in Fort William, and completed a sponsored walk.
- Throughout the year, shinty players attended several tournaments in various parts of the area. The school has two shinty ambassadors who attended training sessions which allowed them to then coach the school team and the community team. Five girls have the opportunity to attend an international shinty event in New York in June 2024.



Comments from learners, families, stakeholders and staff

Beachdan bho luchd-ionnsachaidh, teaghlaichean, 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 progress as follows:

	2023-2024
QI 1.3 Leadership of change	Good
QI 2.3 Learning, Teaching and Assessment	Satisfactory
QI 3.1 Ensuring Wellbeing, Equality and Inclusion	Good
QI 3.2 Raising attainment and Achievement	Satisfactory
Other QIs reviewed	

Our overall evaluation of our capacity for continuous improvement is: Good

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 2023/24 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.

Appendix 1: Local and National Context

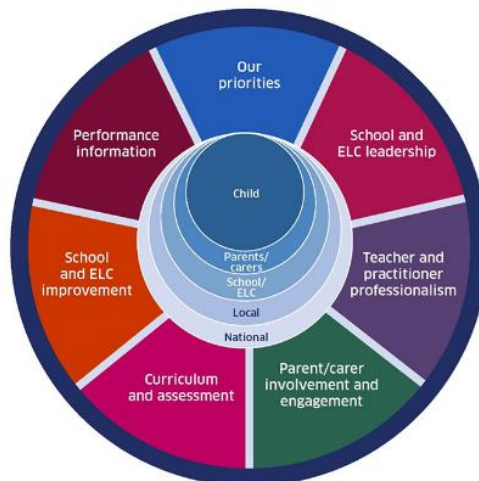
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

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

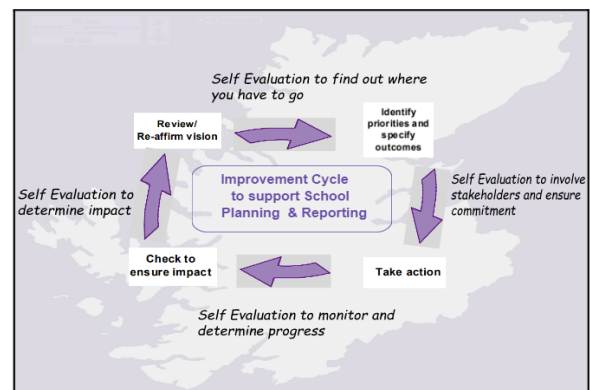
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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
Acting Head Teacher
Kilchuimen 3-18

Self-evaluation summary for school improvement - Core QIs – For professional dialogue – remove from parental versions

<p>How well are you doing? What's working well for your learners? Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</p>	<p>How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</p>	<p>What are you going to do now? What are your improvement priorities in this area?</p>	<p>How would you evaluate this QI using the HGIOS 4 six-point scale?</p>
---	---	--	---

QI 1.3 Leadership of change

<p>How well are you doing? What's working well for your learners? Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</p>	<p>How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</p>	<p>What are you going to do now? What are your improvement priorities in this area?</p>	<p>How would you evaluate this QI using the HGIOS 4 six-point scale?</p>
---	---	--	---

<p>Theme 1: Develop a shared vision, values and aims</p> <ul style="list-style-type: none"> Completed in Jan 2020. Use, recognition and adherence to values is becoming embedded. Our shared vision will always be at the core of our work. This session, a more welcoming area has been made in the school entrance. The majority of pupils show recognition of the school aims but we want to improve this. 	<ul style="list-style-type: none"> Pupils use the language of our values every day and assemblies are linked. Almost all pupils are now able to talk about their behaviours in terms of the school values. In line with our school vision, this session, a more welcoming area has been made in the school entrance. Less than half of the pupils pupils don't follow the school aims; they don't arrive at school ready to learn and they lack resilience. 	<ul style="list-style-type: none"> Our SIP priority: 1. Learning and Teaching Framework will also include a focus on improving resilience and readiness to learn, underlining the aims of the school. 	
--	--	---	--

<p>Theme 2: Strategic Planning for continuous improvement</p> <ul style="list-style-type: none"> Self-evaluation activities lead to discussion and some change. Until now, pace of change has not been quick enough, and communication was not good enough. Progress tracking has been effective but difficult for SLT to access and use. DHT has started to streamline/standardise this. DHT invested in raising attainment. Attainment meetings are held/will be held twice a year. 	<ul style="list-style-type: none"> Self-evaluation activities undertaken regularly, including pupil/parent surveys and audits using HGIOUS challenge questions. Pace of change was slow, new improvements were started but failed to be implemented in time. E.g. Numeracy for All and Literacy for All Programmes. Teachers like and use different versions for tracking. DHT has tracked attainment and held attainment meetings with all staff. 	<ul style="list-style-type: none"> Included within our three SIP priorities: 1. Learning and Teaching Framework, 2. Numeracy for All Framework and 3. Literacy for All Framework will have clear starting points and clear plans. Our new, shared staffroom will be used for better communication and collaborative work. DHT will ensure tracking is more accessible and standard. Attainment meetings will be 3 x per year. 	<p>Good</p>
--	--	--	-------------

<p>Theme 3: Implementing improvement and change</p> <ul style="list-style-type: none"> • Distributed leadership document makes roles clear. • Pupil Forum gives pupils a voice. • The school works very well with all partners. • Some professional learning happens. 	<ul style="list-style-type: none"> • Some of the distributed leadership roles no longer reflect our current model. • Pupil voice is heard but not always acted on. • Our DYW partner reports that, despite being the smallest school in our area, we have more than twice the number of interactions of the next most successful school. • Highland CPD staff records show professional learning and school SISE calendar records this. 	<ul style="list-style-type: none"> • Distributed leadership document will be updated as part of our SIP priority: 1. Learning and Teaching Framework. • Calendar for Pupil Forum to work with KPS Pupil Council and Parent Council groups and to meet termly with HT. • Teachers should regularly evaluate the impact of PL. This will be included in attainment meetings. 	
QI 2.3 Learning, teaching and assessment			
<p>How well are you doing? What's working well for your learners? Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</p>	<p>How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</p>	<p>What are you going to do now? What are your improvement priorities in this area?</p>	<p>How would you evaluate this QI using the HGIOS 4 six-point scale?</p>
<p>Theme 1: Learning and engagement</p> <ul style="list-style-type: none"> • Pupils engage well with visitors when asked to. They are willing to share their work, workbooks and jotters when asked. • In the majority of lessons, pupils are well behaved, polite and courteous. • In the majority of lessons, pupils attempt tasks expected of them. • There are clear expectations re: classroom routines – seating, equipment. • There is evidence in all classes of staff circulating and interact with learners – on task checking is evident. • 	<ul style="list-style-type: none"> • CLO visited on Tuesday 23rd and Wednesday 24th April 2024 to carry out lesson observations alongside DHT. Feedback gave a clear picture of what we need to do next. 	<ul style="list-style-type: none"> • Our SIP priority: 1. Learning and Teaching Framework will ensure that teachers are clear about delivering engaging, well-paced and challenging lessons. 	<p>Satisfactory</p>
<p>Theme 2: Quality of teaching</p> <ul style="list-style-type: none"> • Some key features expected in effective learning, teaching (and assessment) are evident in lessons. • In a few lessons, there is effective use of starter tasks for recall/review of prior learning. 	<ul style="list-style-type: none"> • CLO visited on Tuesday 23rd and Wednesday 24th April 2024 to carry out lesson observations alongside DHT. Feedback gave a clear picture of what we need to do next. 	<ul style="list-style-type: none"> • Our SIP priority: 1. Learning and Teaching Framework will ensure that teachers are clear about delivering engaging, well-paced and challenging lessons. 	

<ul style="list-style-type: none"> • There are clear expectations re: classroom routines – seating, equipment. • Explanations are mostly clear. • In a few lessons, there is effective use of starter tasks for recall/review of prior learning. 			
<p>Theme 3: Effective use of assessment</p> <ul style="list-style-type: none"> • There is some evidence of self/peer assessment being used. • Assessment is discussed during regular attainment meetings. 	<ul style="list-style-type: none"> • CLO visited on Tuesday 23rd and Wednesday 24th April 2024 to carry out lesson observations alongside DHT. Feedback gave a clear picture of what we need to do next. 	<ul style="list-style-type: none"> • Our SIP priority: 1. Learning and Teaching Framework will ensure that teachers are clear about delivering engaging, well-paced and challenging lessons. 	
<p>Theme 4: Planning, Tracking and Monitoring</p> <ul style="list-style-type: none"> • Teachers are all aware of the importance of planning, tracking and monitoring. • Attainment meetings so far use this information. • These folders are referred to during attainment meetings and inform teaching and learning. 	<ul style="list-style-type: none"> • School Sharepoint site contains folders where SLT can see planning, tracking and monitoring. 	<ul style="list-style-type: none"> • Our SIP priority: 1. Learning and Teaching Framework will ensure that teachers are clear about delivering engaging, well-paced and challenging lessons. • Changing our BGE tracking and monitoring system to make it more useful. We will look at how this can be more standardised. 	
QI 3.1 Ensuring wellbeing, equality and inclusion			
<p>How well are you doing? What's working well for your learners? Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</p>	<p>How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</p>	<p>What are you going to do now? What are your improvement priorities in this area?</p>	<p>How would you evaluate this QI using the HGIOS 4 six-point scale?</p>
<p>Theme 1: Wellbeing</p> <ul style="list-style-type: none"> • Almost all pupils understand SHANARRI and the importance of this within the school, in particular the value staff place on SHANARRI. • All staff take responsibility for the health and well-being of learners. • Some pupils have timetabled, protected time to work on Literacy and Numeracy skills on a one-to-one basis or in very small groups. • Almost all pupils say they have an adult in school they can talk to. • Almost all pupils say they feel safe in school. • The PSE curriculum reflects current priorities. 	<ul style="list-style-type: none"> • In August 2023, pupils ran a series of assemblies to explain each element of SHANARRI. • A guidance referral system, including a form similar to a "Form 1" has been developed to ensure consistency. • Children can self-refer. • PT ASN produces, and regularly updates, an intervention timetable. • A well-being survey of pupils is conducted every autumn term. 	<ul style="list-style-type: none"> • SHANARRI will be revisited every August. • A well-being survey will be conducted every term. Next session, any headline messages will be taken to SLT and may be added to the current "Self-evaluation summary for school improvement". • PSE curriculum should be reviewed every year to ensure it is reflecting rapidly changing needs. 	<p>Good</p>

	<ul style="list-style-type: none"> PSE curriculum has recently been updated to make sur it reflects current priorities. 		
Theme 2: Fulfilment of statutory duties <ul style="list-style-type: none"> Staff are all aware of their basic responsibilities and they are very clear about who they should go to for help/advice. 	<ul style="list-style-type: none"> A guidance referral system, including a form similar to a “Form 1” has been developed to ensure consistency. Children can self-refer. All staff have Child Protection information on their identity cards. 	<ul style="list-style-type: none"> The guidance referral system is new and so will be reviewed and improved if necessary. 	
Theme 3: Inclusion and equality <ul style="list-style-type: none"> The ASN department have a robust, systematic process for Child Planning. Learners and parents/carers feel supported and valued. Some pupils have timetabled, protected time to work on Literacy and Numeracy skills on a one-to-one basis or in very small groups. This time enables them to make small improvements and make progress. The guidance teacher ensures that any care-experienced children can be flagged up if there are any difficulties. Our partners work with us to support all learners and understand the importance of inclusion and equality. We are proud of our 100% positive destinations record. 	<ul style="list-style-type: none"> Child Plans meetings and updates take place regularly. PT ASN produces a timetable then plans appropriate lessons accordingly. SEEMiS records relevant information which can be used to prioritise in the guidance referral system. Celebrating our wider achievements illustrates our links with partners. 100% positive destinations. 	<ul style="list-style-type: none"> We will make sure our tracking and monitoring system makes it easy to track wider achievement and to include partnership work. 	
QI 3.2 Raising attainment and achievement			
How well are you doing? What’s working well for your learners? Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)	How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
Theme 1: Attainment in Literacy and Numeracy <ul style="list-style-type: none"> 100% of S3 pupils have achieved L3 ACEL in literacy and numeracy. 40% achieved ACEL L4 by end of S3 in literacy. 50% achieved ACEL L4 by end of S3 in numeracy. All S4 pupils achieve at least an L4 literacy award. 	<ul style="list-style-type: none"> Insight data SNSA data Internal tracking Moderation feedback (evidence stored at departmental level) 	<ul style="list-style-type: none"> All candidates were presented for the highest possible literacy and numeracy units. More regular attainment meetings were being held from the second half of session 2023/24. 	Satisfactory

<ul style="list-style-type: none"> • The majority of S4 pupils achieve a L5 literacy award in S4. • By the end of S5 most of S5 have achieved a L5 literacy award. • Progression from L5 to L6 continues in literacy, with just over 50% of the S5 cohort achieving a L6 pass, highest in 5 years (including ACM years). • By the end of S6, 60% of cohort have achieved L6 pass in literacy (is the lowest of the last 5 years). • Lowest 20% are supported to achieve success, particularly in literacy. • Option to achieve numeracy awards through Maths or Applications of Maths. • Majority of S4 achieve L4 numeracy award. • Less than half of S4 achieve a L5 numeracy award (consistent at approx. 50% over last 3 years). • All achieved L4 award in numeracy by end of S5. • Most achieve a L5 award in numeracy by end of S5 (this has decreased from 100% in 2020 & 2021) • By end of S6, almost all achieve a L5 numeracy award. • Moderation occurring within English department, maths department moderation happening externally. • Confidence in predicting levels is becoming stronger. 		<ul style="list-style-type: none"> • Course choices were scrutinised to try to ensure more people taking an appropriate level of maths and English. • Literacy and numeracy units beginning to be banked in S3. <p>Session 2024/25</p> <ul style="list-style-type: none"> • Increase tracking periods to inform the support of learners and identify individuals needing support/interventions earlier. • Share tracking data across departments. • Work more closely with primary colleagues to develop a more cohesive curricular transition, with a specific focus on literacy and numeracy transition. • SLT to have regular attainment meetings with departments. • Where possible, banking Literacy and Numeracy units in BGE. • Improve BGE tracking to ensure correct coursing level is achieved in senior phase. 	
<p>Theme 2: Attainment over time</p> <ul style="list-style-type: none"> • Senior leaders and staff are implemented a range of strategies to raise attainment in writing, numeracy, and mathematics. School data indicates that the school has maintained attainment in literacy and numeracy over the past three years. 	<ul style="list-style-type: none"> • SQA data is showing maintenance of Maths and Numeracy, and English and Literacy awards. 	<ul style="list-style-type: none"> • Our SIP priority: 1. Learning and Teaching Framework will ensure that teachers are clear about delivering engaging, well-paced and challenging lessons, ensuring an improvement in attainment. 	
<p>Theme 3: Overall quality of learners' achievement</p>	<ul style="list-style-type: none"> • DYW data shows Wider Achievement. 	<ul style="list-style-type: none"> • Our SIP priority: 1. Learning and Teaching Framework will ensure 	

<p>The Pupil Forum allows these pupils to show leadership, creativity, and resilience. Special achievements are shared on the school Facebook page. Despite being the smallest school in our area, we have more than twice the number of DYW interactions of the next most successful school. These interactions include all BGE pupils and almost all senior phase pupils. Attendance is not</p>	<ul style="list-style-type: none"> School Facebook page celebrates achievement. Attendance tracker shows percentages and trends. 	<p>that pupils have a clear understanding of how we encourage and celebrate leadership and achievement.</p>	
<p>Theme 4: Equity for all learners In Kilchuimen, all pupils are supported to achieve. Any barriers to participation are carefully considered and we work to remove them. Our PEF plan has maintained small improvements in Literacy and Numeracy. We follow the Highland Council attendance policy. SLT work with individual pupils and parents in an informal and supportive way in the first instance. Letters are sent home if attendance does not improve.</p>	<ul style="list-style-type: none"> Our attendance tracker shows some improvements in attendance since intervention. 	<ul style="list-style-type: none"> For session 2024/2025, we must develop a tracker that is simple, accessible, and used. 	
QI 2.2 Curriculum: theme 3 Learning pathways			
<p>How well are you doing? What's working well for your learners? Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</p>	<p>How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</p>	<p>What are you going to do now? What are your improvement priorities in this area?</p>	<p>How would you evaluate this QI using the HGIOS 4 six-point scale?</p>
<p>Our timetable for 2024/2025 shows that our curriculum takes account of the factors that make our school unique. We have increased practical options to run alongside our more traditional classes.</p>	<p>Our 2024/2025 curriculum includes a Barista qualification, an Exercise and Fitness qualification, and Rural Skills. Our Technical department is offering Practical Woodwork, Practical Metalwork, Furniture Making and graphic Communications.</p>	<p>We now to ensure that all staff and partners are ambitious and expect high levels of attainment and achievement for all learners.</p>	<p>Very good</p>
QI 2.7 Partnerships: theme 3 Impact on learners (parental engagement only)			
<p>How well are you doing? What's working well for your learners? Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</p>	<p>How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</p>	<p>What are you going to do now? What are your improvement priorities in this area?</p>	<p>How would you evaluate this QI using the HGIOS 4 six-point scale?</p>

<p>Our partnership work is based on mutual trust and respect.</p> <p>All parents/carers are fairly represented by the Parent Council and any views or complaints are acted upon in an effective and timely manner.</p> <p>The school's learning pathways take account of key features of the local community.</p>	<p>Partners, including partners who are parents, enjoy working with us and are always keen to get involved with the work of the school.</p> <p>Response communication with parents is done within a day. If a meeting is required, it is held within 48-72 hours where possible.</p> <p>Often parents will be able to see the appropriate person immediately.</p> <p>Our timetable this year includes subjects which reflect the rural nature of our school e.g. Rural Skills, and the prevalence of hospitality jobs in the area e.g. Barista Skills.</p> <p>Many families rely on these industries for employment.</p>	<p>We aim to encourage parents to be more involved with the school. We will invite them to an S4-6 Information Evening, a P7/S1 transition Open Afternoon and an S2/S3 Open Afternoon.</p>	<p>Good</p>
---	--	--	-------------