



2023-24

KILTEARN PRIMARY SCHOOL
HIGHLAND COUNCIL | DRUMMOND ROAD, EVANTON IV16 9UT

Respectful – Kind – Engaged – Resilient – Confident

Introduction: Local and National Context

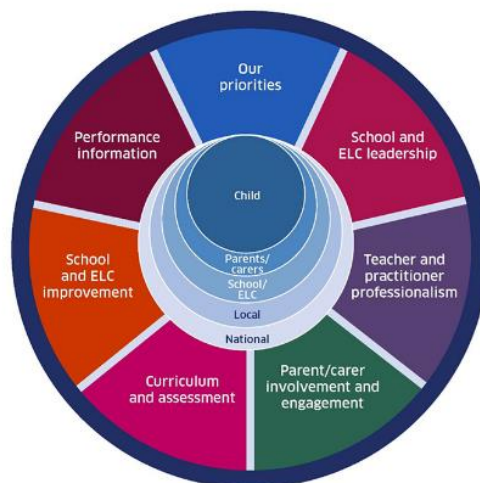
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

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We are pleased to present our Standards and Quality Report for Session 2023-2024. 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

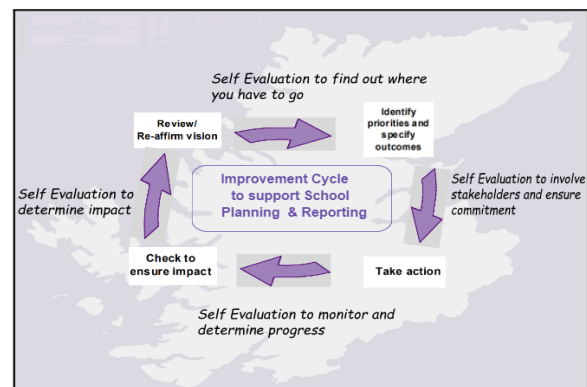
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

*Marianne Gow
Head Teacher
Kiltearn Primary School*

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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 92.3%	Average Class Size 22.8	Meeting PE Target Target Met
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Pupil Numbers 113 (+ 22 in nursery)	Teacher Numbers 8	Pupil Teacher Ratio 18.2
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N4 0.01%	N5 14.81%	P1 12.4%	P2 14.2%	P3 11.5%	P4 15%	P5 16.8%	P6 12.4%	P7 17.7%
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SIMD Q1¹ 2.63%	SIMD Q2 0.88%	SIMD Q2 3.51%	SIMD Q3 60.53%	SIMD Q4 32.45%	Unknown 0%
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ASN² 28.95%	No ASN 71.05%	FSM³ 14.1%	No FSM 85.9%	EAL⁴ 2.6%	No EAL 97.4%
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2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading Majority	Writing Majority	Listening and talking Most	Numeracy Majority
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We have had no exclusions this year.

Kiltearn Primary School is a rural school set in a beautiful and unique location on the edge of Evanton. The school overlooks Evanton Woods and is close to the Cromarty Firth. The school is located 4 miles from Alness and works closely with those in the Alness Associated Schools Group.

The pupils who attend the school are from the catchment area of Evanton which also covers old Evanton Road, Novar Estate, Glenglass and Swordale.

We are a non-denominational and equal opportunity school, opposing all forms of prejudice and discrimination. We will always promote an understanding and respect for our pupils' cultural identity and beliefs.

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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Within the school there are 6 classrooms, a Nurture room, an Early Learning and Childcare setting, a general-purpose hall, a Kitchen, a Staffroom, cloakrooms and an office. At present our school roll, including our Early learning and childcare provision, is 136. We currently have 5 classes and a 9am-3pm Early Learning and childcare provision for 3 and 4 year olds.

The headteacher has overall leadership responsibility for Kiltearn Primary School.

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

Overall children are making the following progress:

Reading	Writing	Listening and talking	Numeracy
Satisfactory progress	Satisfactory progress	Satisfactory progress	Satisfactory progress

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

At Kiltearn Primary School we expect and develop our children to be:

Respectful;
Kind;
Engaged;
Resilient;
Confident.

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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:

Refreshed Curriculum

Purpose:

The curriculum needs to be refreshed so that it is relevant to all pupils at Kiltearn Primary School. It is also needs to reflect current educational thinking in terms of the curriculum and the pedagogical approaches to learning.

Progress:

- ✓ Parents consulted regarding developing a curriculum rationale.
- ✓ Parent information sessions and open afternoons focusing on curriculum sharing.
- ✓ Coverage of benchmarks is evident in planning.
- ✓ Staff are beginning to use Highland Numeracy, Literacy and Health and Wellbeing frameworks.

Impact:

- ✓ Increased parental involvement in school improvement.
- ✓ Parents are informed about the developments in school and have a better understanding of our curriculum.
- ✓ Staff more aware of benchmarks in all curricular areas.
- ✓ Highland Numeracy, Literacy and Health and Wellbeing frameworks in place.

Next steps:

- Embed the curriculum rationale linked to the vision, values and aims.
- Embed progression pathways into planning approaches.
- Continue to assess against the benchmarks in all curricular areas.
- Increase partnership working to support curriculum.

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School Priority:

Utilise assessment to inform teaching and learning.

Purpose: To ensure assessment informs teaching and learning.

Progress:

- ✓ All staff have used SOFA and NSA data to inform next steps in pupil learning.
- ✓ Writing moderation is now established across the school.
- ✓ Literacy for all use trackers now being used by teachers.

Impact:

- Staff have better understanding of using data to inform their next steps in teaching and learning.
- ✓ Staff are more confident is using the writing benchmarks and assessing pupil's work particularly as early, first and second level.
 - ✓ Staff have a better understanding of children with literacy difficulties. Pupils with literacy difficulties are now tracked. Interventions are now in place.

Next steps:

- Moderate across the curriculum
- Embed the literacy for all tracker across the school.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

P1/2: Identified pupils now know all their phonics from phase 2 and 3.

P2/3: Identified pupils know all their phonics from phase 4.

P4/5: Identified pupils know all their phonics from phase 5.

P6: Identified pupils increased scores in PM benchmark assessment.

P7: Identified pupils increased scores on their Boxall profile.

Wider achievements

Coileanaidhean nas fharsainghe

All classes have participated in a wide variety of offsite excursions including a residential visit to Altanriche for P7 and an over stay for P5/6 in Edinburgh.

Classes have made good use of the local community and local woods to support learning.

Staff have utilised community partnerships and volunteers to support learning and teaching.

P4,5,6 & 7 pupils all participated in a full term of swimming.

P5-7 pupils won several events in the Ross-Shire Schools County sports competition – winning the shield for their group overall.

The P5-7 football team have had many successes in the inter school football tournaments within the local associated school group.

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Comments from learners, families, stakeholders and staff

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

What does our school do well?

Parent Comments:

My child is excited to go to Primary 1.
Opportunities for all are given eg the girls football team.
The community is very supportive.
School is the centre of our community.

Pupil comments:

The children here are well behaved and listen well.
We respect everyone.
I really like the football pitch and going swimming.
We have a great playground.

What are our areas of development (moving forwards)?

Staff comments:

We need to continue to work on raising attainment in literacy and numeracy.
I would like lead an extracurricular activity.
I would like some leadership opportunities.
I enjoy teaching across the curriculum.
I enjoy working in a team and helping the children to develop new skills.

Parent comments:

Consistent communication.
More opportunities to visit the classroom and be involved in children's learning.
Keep working as a community to ensure safe routes to 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	SECONDARY
QI 1.3 Leadership of change	Satisfactory	Satisfactory	Choose an item.
QI 2.3 Learning, teaching and assessment	Satisfactory	Satisfactory	Choose an item.
QI 3.1 Wellbeing, equality and inclusion	Satisfactory	Satisfactory	Choose an item.
QI 3.2 Raising attainment and achievement/Securing children's progress	Satisfactory	Satisfactory	Choose an item.

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

Ensure broad and balanced curriculum coverage which provides progressive, age-appropriate skills.

Raising attainment in Literacy and Numeracy.

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 by contacting the school office

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