



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

Kingussie Primary School and ELC



Welcoming, Encouraging, Enthusiastic, Cooperative, Active, Respectful, Eco-Friendly

Introduction: Local and National Context

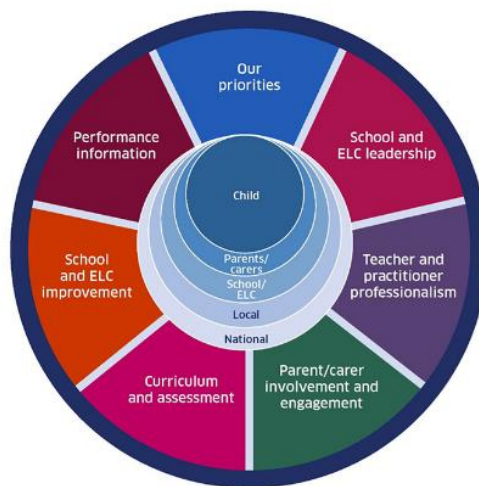
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

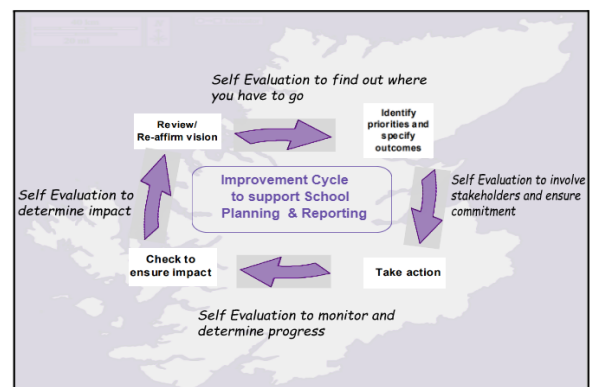
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Isabel Forrest
Head Teacher
Kingussie Primary School and ELC

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 90.7%	Average Class Size 22.3	Meeting PE Target Target Met
----------------------------	-----------------------------------	--

Pupil Numbers (inc nursery) 70 (+16 nursery)	Teacher Numbers 3	Pupil Teacher Ratio 18.1
--	-----------------------------	------------------------------------

N3 XX%	N4 XX%	P1 9%	P2 11.9%	P3 16.40%	P4 13.40%	P5 16.40%	P6 13.40%	P7 19.40%
------------------	------------------	-----------------	--------------------	---------------------	---------------------	---------------------	---------------------	---------------------

SIMD Q1¹ 0-10%	SIMD Q2 0-10%	SIMD Q3 0-10%	SIMD Q4 90+%	SIMD Q5 0-10%	Unknown 0-10%
-------------------------------------	-------------------------	-------------------------	------------------------	-------------------------	-------------------------

ASN² 30-40%	No ASN 60-70%	FSM³ 70-80%	No FSM 20-30%	EAL⁴ 10-20%	No EAL 80-90%
----------------------------------	-------------------------	----------------------------------	-------------------------	----------------------------------	-------------------------

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

Reading	Writing	Listening and talking	Numeracy
Most	Majority	Majority	Most

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.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our vision is to have a happy, caring and inclusive school. Having achieved our Bronze Award, we continue to work towards our Silver Award, as a Rights Respecting School. Article 29 is at the heart of our ethos and we strongly adhere to 'the goals of education', which states that; 'education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment' – in other words 'be the best that you can be'.

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

welcoming, Encouraging, Enthusiastic, Cooperative, Active, Respectful, Eco-Friendly

At Kingussie Primary School we discuss our values regularly in class and in weekly assemblies. In our school WEE CARE, we are:

- Welcoming
- Encouraging
- Enthusiastic
- Cooperative
- Active
- Respectful
- Eco-friendly

We aim to:

- deliver a broad, balanced, stimulating and challenging curriculum
- raise attainment through continuous self-evaluation
- work with parents, partner agencies and the wider community to support children in achieving their potential
- promote an ethos of wellbeing and encourage respect for the natural environment
- provide opportunities for pupils to contribute to the local community and understand its place in Highland, Scotland and the world

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.

School Priority: Whole School Approach to Literacy

Purpose:

To ensure a consistent approach to the teaching of literacy across our school community.

Progress:

- ✓ Staff have engaged with the core 'Literacy for All' training delivered by our authority.
- ✓ As part of our collegiate calendar most teachers met regularly to discuss and agree standards, using the Highland Literacy Framework and the National Benchmarks.
- ✓ Training in new approaches to the teaching of writing in particular has enabled most teachers to develop their understanding of the success criteria for different genre of writing and begin to use these in writing lessons.
- ✓ Stephen Graham strategies for the scaffolding of writing have been developed in all classes P1-7.
- ✓ Training in comprehension strategies has given staff the opportunity to refresh their skills in teaching these core skills.

Impact:

- ✓ Most teachers have developed a shared understanding of the literacy framework and pupil progress within it
- ✓ Professional dialogue around the teaching of literacy has been regular and productive, leading to a shared understanding and more consistency of approach across our school.
- ✓ The focus on more structure and guidance for learning and teaching in writing has been welcomed by most teachers: "The Stephen Graham approach to the teaching of writing is easily managed and has inspired the children to write"
- ✓ The majority of pupils have engaged positively with Stephen Graham strategies and are beginning to understand and use the success criteria with more confidence.
- ✓ All learners are beginning to develop their skills in making connections, predicting, inferring,

questioning, monitoring and visualising, and summarising.

Next steps:

To understand, agree and create a framework for how these new approaches to literacy will be developed and embedded within our Kingussie School context. This to include:

- ✓ a shared understanding of learning and teaching expectations at each stage
- ✓ planning for systematic delivery of core skills and progression through different genres.
- ✓ assessment approaches throughout the session.

To complete Stephen Graham training and engage with authority training on Writing at First Level/Writing at Second Level.

To revisit Listening and Talking training approaches delivered this session and plan their development across all stages from Nursery to P7.

School Priority:

Moderation and Assessment

Purpose:

To improve the consistency of Teacher judgement of progress and achievement of a level across our ASG.

Progress:

- ✓ Teacher knowledge and understanding of national benchmarks in literacy and numeracy have been developed through in house and ASG moderation sessions.
- ✓ These sessions have developed professional dialogue and consistency of approaches to moderation for all staff involved.
- ✓ In school moderation opportunities have been regular and successful, and all staff involved have reported increased confidence in the assessment of writing.

Impact:

- ✓ Most teachers in school report increased confidence in their understanding of national benchmarks, leading to clearer, more consistent use of success criteria and assessment approaches to gauge pupil progress.
- ✓ The opportunity to engage in moderation across the ASG was beneficial for all teachers involved, leading to most teachers developing a shared understanding of standards within each of the literacy levels and greater consistency in teacher assessment/judgement.
- ✓ Feedback to pupils on next steps in learning are clear, supporting most pupils to have an improved understanding of their next steps in learning.

Next steps:

Continue to develop approaches to moderation that support understanding of pupil progress through a level across all areas of the literacy curriculum.

Develop consistent approaches to the planning for and tracking of attainment for all, to allow us to track progress over time in core literacy and numeracy.

Purpose:

High quality learning experiences indoor and out. Learning profiles that evidence progression.

Progress:

- ✓ Floorbooks continue to reflect children's interests and ideas, and document learning experiences and skills developed.
- ✓ Early level benchmarks and developmental overviews are being utilised to ensure breadth of curriculum is addressed, and that all learners experience a high level of quality play experiences.
- ✓ Pupil voice is evident throughout floorbook planning, with next steps building on pupil's interests.
- ✓ Elements from A quality framework for daycare of children, childminding and school aged childcare have been used as self-evaluation tools with most practitioners.

Impact:

- ✓ Clear next steps arising from Floorbook planning have been acted upon to ensure high quality learning experiences for all learners.
- ✓ Use of benchmarks and developmental overviews has supported most staff to ensure that planning targets identified learning needs within the setting.
- ✓ Pupil voice is a strong feature in our setting, with the views of all learners regularly feeding improvements and high-quality play experiences.
- ✓ Self-evaluation next steps are acted upon, ensuring that our improvement agenda is ongoing, involving most staff.

Next steps:

Continue to engage with the Highland Literacy and Numeracy frameworks, to ensure that core skills in literacy and numeracy are developed consistently, leading to improved outcomes for all learners.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

PSA hours funded through PEF have provided 1-1 sessions targeting phonics/phonological awareness, comprehension and extra reading. Support has also been provided by authority EAL staff. We have noted progress for the majority of learners, with input in phonics leading to increased confidence in reading particularly. The impact of developments in approaches to writing will continue to be embedded in session 24-25, and progress will be closely monitored.

Pupil feedback shows a developing understanding of positive learner attributes in most pupils (learning from mistakes, asking for help, perseverance and being able to identify resources independently that will support learning). A shared understanding of wellbeing across our school community will be a major focus for next session, with targeted support for identified learners.

Nurturing approaches have been developed and implemented across our school community, with targeted input for specific individuals, to enable them to develop self-regulation strategies that support them to begin to develop as successful learners.

Wider achievements

Coileanaidhean nas fharsainghe

Across our school community most of our learners have identified a range of wider achievements developed in school of which they are very proud:

Rights Respecting Schools continues to have a prominent role in school, with class reps from each stage taking on the responsibility of leading and communicating improvements, working closely with our lead class teacher. Children worked together to develop their class charters, and weekly assemblies are also used to develop our RRS priorities.

P7s have developed their leadership skills through a range of leadership roles such as House Captains, Events Managers and Mentors. They have taken these roles very seriously and provided help and support throughout the session to other groups of learners. Following P7 Active Schools Leaders Training, all P7s have taken the lead in organising and running Group Activities on Friday mornings for P1-P6 pupils. These have been very successful in engaging pupils, and have been framed around article 31, our right to play.

The P7s thoroughly enjoyed their residential trip to Altnacriche, taking on new challenges with confidence and working with peers from other primaries. They also enjoyed their 3 skiing sessions.

Groups of learners were keen to represent their school at the MacRoberts Cup Cross Country event, the Rotary Quiz, and Academy A9 events, for both P3 and P5.

Throughout the year our learners have been proud to share their learning and perform for their families and community, through learner led assemblies and performances (our ELC Nativity and the Primary 'Our Wonderful World' spring sharing event).

We have also been keen to fundraise and have supported both local and national organisations and charities. A highlight of the year for all learners were the visits to the Reindeer Centre for ELC and to the Pantomime Sleeping Beauty for P1-P7. For these opportunities, and for other fun events in our school calendar we are very grateful to our active and involved Parent Council, whose efforts support the school so well, and add hugely to the experiences of all our learners.

Comments from learners, families, stakeholders and staff

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

Feedback from parents at Stay and Play sessions in ELC has been positive, with comments on the range of experiences their child enjoys, and how happy they always are to attend. Our youngest learners talk with enthusiasm about their enjoyment of their ELC spaces, and particularly the outdoors. New play areas and resources have been developed this session with the support of parents, Parent Council and community members. These have greatly added to our ELC environment.

Pupil feedback from across our school community highlighted the strength of relationships between staff and learners, with recognition by almost all learners that staff support them to do well, challenge them to try new things and to persevere: "Sometimes it's hard but we work together". A Pupil Focus Group on Positive Playtimes was very successful in gathering pupil views, and these fed into a review and improvements in policies and procedures.

Parents are keen to support our school in many ways (by volunteering, through involvement in Parent Council, assisting with learning opportunities). Feedback on learning and teaching through Learning Logs has been very positive.

We have had a range of visitors to our school this session, with some excellent feedback on how well our learners have contributed to discussions and represented their school.

Staff have worked closely with the HT this year on a range of school improvement priorities, and have shown flexibility, positivity and problem-solving skills in abundance. Feedback on our school improvement journey has been very positive.

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:

welcoming, Encouraging, Enthusiastic, Cooperative, Active, Respectful, Eco-Friendly

	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	Satisfactory	Satisfactory
QI 3.2 Raising attainment and achievement/Securing children's progress	Satisfactory	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 1: Develop a framework for our whole school approach to writing, and to listening and talking, from Early to Second level.

Improvement Priority 2: Develop a shared understanding of Wellbeing throughout our school community.

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 or by contacting the school office.