



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

Kinmylies Primary School & ELC



Ready Respectful Safe Honest

Introduction: Local and National Context

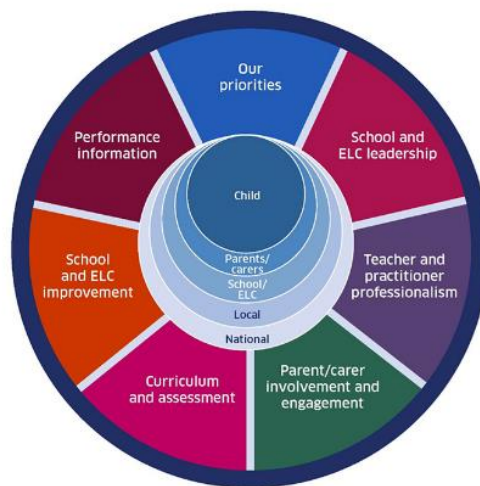
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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%

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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

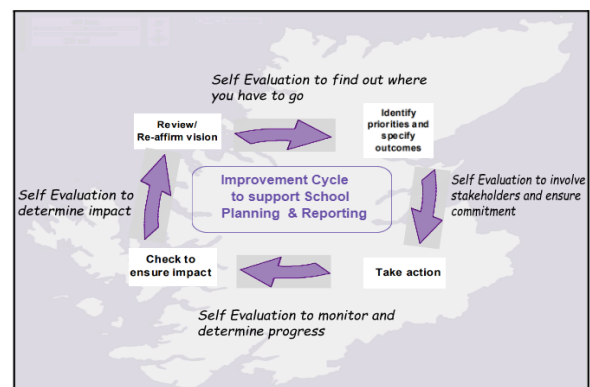
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Faye Lingard
Head Teacher
Kinmylies Primary School

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 91.4%	Average Class Size 25.3	Meeting PE Target Target Met
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Pupil Numbers (inc nursery) 307 (+74 Nursery)	Teacher Numbers 15	Pupil Teacher Ratio 19.7
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N3 XX%	N4 XX%	P1 12.5%	P2 13.2%	P3 14.1%	P4 15.5%	P5 19.1%	P6 13.5%	P7 12.2%
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SIMD Q1¹ 30-40%	SIMD Q2 30-40%	SIMD Q2 20-30%	SIMD Q3 0-10%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 20-30%	No ASN 70-80%	FSM³ 80-90%	No FSM 10-20%	EAL⁴ 0-10%	No EAL 90+%
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2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Majority	Almost all	Majority

We have had no exclusions this year.

¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

² ASN – Additional Support Needs

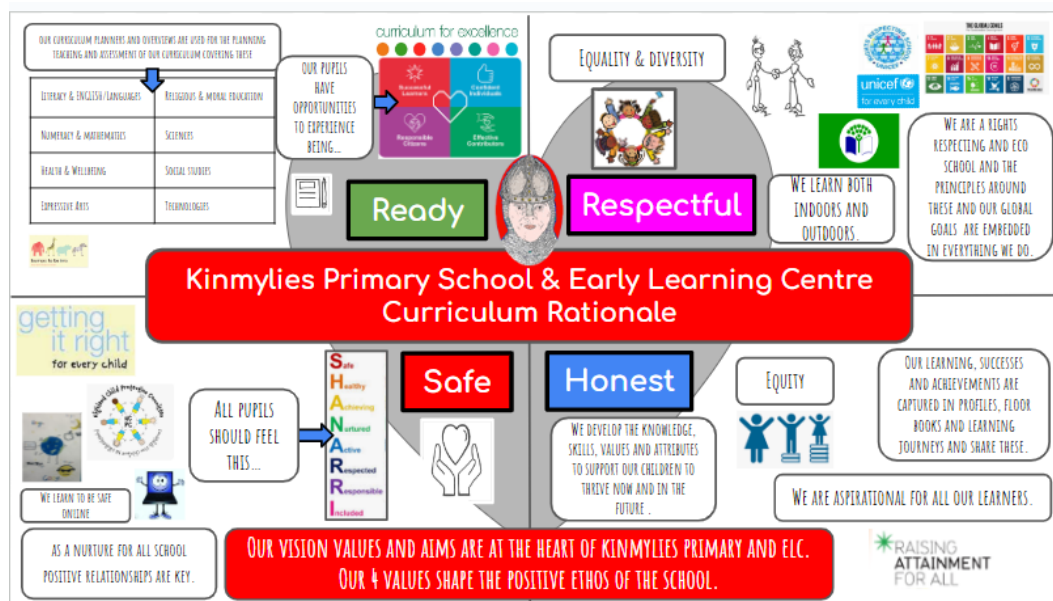
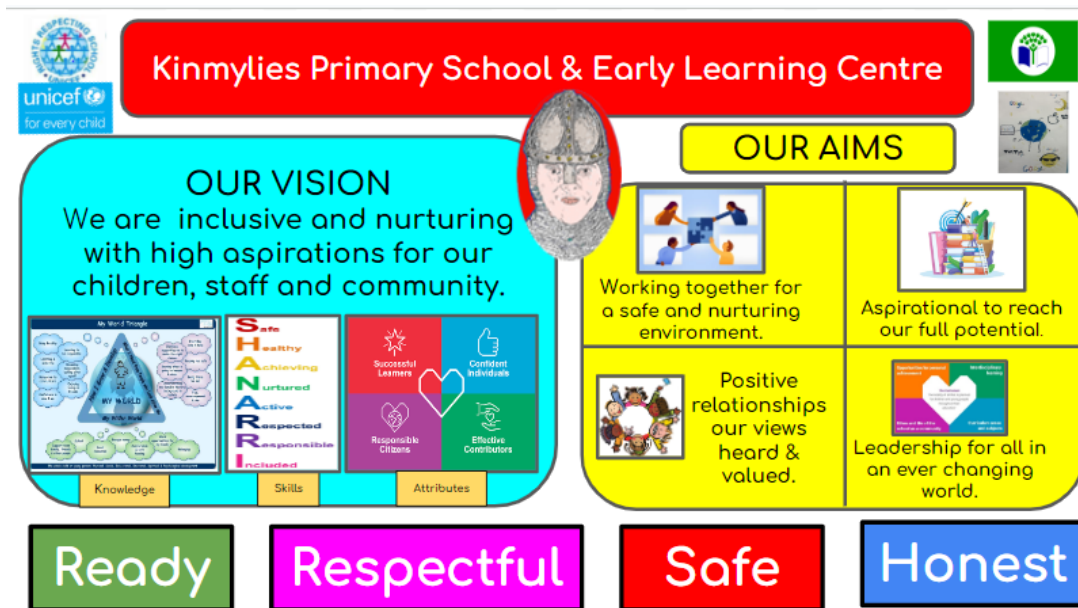
³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

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School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile



Review of progress for session

Ath-sgrùdadh air adhartas airson an t-seisein

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

School Priority: Raising Attainment Through Consistent Learning And teaching Approaches

Purpose:

All teaching staff will understand and apply key teaching theories and elements of good practice
Some teaching staff will attend Stephen Graham – Explicitly Teaching Writing - training and start to implement some of the principles.

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EYPs and P1 teachers to share data and assess progress in Literacy, numeracy plus health and well being.

EYPs to moderate observations of learning.

Teachers commit to a minimum of one hour per week of outdoor learning

- **Progress:**
 - Teaching staff have enjoyed reflecting on specific learning pedagogy and are including elements in their practice.
 - This was planned to continue into session 24/25
 - EYPs and P1 teachers shared data at key times in the year.
 - Some EYPs moderated Learning Journeys with a colleague but this was challenging to organise during the nursery day
 - Audits made teachers accountable for their commitment to delivering a minimum amount of outdoor learning
- **Impact:**
 - From informal observations Learning Intentions and Success Criteria are clear in most lessons. Teachers have started to introduce daily reviews and assess prior learning
 - EYPs and P1 teachers have a better understanding of each other's assessments, and the data was more meaningful. P1 teachers used EYPs' observations and assessments to initially group pupils.
 - EYESO visit record praised the standard of some EYP observations and how progress was monitored more pupils are learning outside in a range of curricular areas.

Next steps:

- Teaching staff will continue to learn and reflect about the fundamental messages from cognitive science and educational research.
- Teaching staff will have opportunities for peer observations of specific elements within lessons.
- We will agree a shared Kinmylies vision for high quality learning and teaching.
- Teaching staff will receive training in cooperative learning techniques.

School Priority:

Raising Attainment through the Moderation Process across the ASG

Purpose:

Pupils across the ASG will have a consistent experience of learning and teaching within HWB which is supported by an early to third level progression.

To increase teacher confidence in teaching the HWB curriculum incorporating LGBT inclusive education.

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To strengthen consistency of teacher judgement of CfE levels through moderating using the writing Benchmark Rubric.

Progress:

- Positive feedback from staff getting together and looking at levels. Staff felt confident in the use of Rubrics to assess achievement of a level.
- Rubric broken down into stages across First and Second Level.
- All teaching staff completed Level 1 and 2 of the TIE LGBT Inclusive Education training.
- Most upper classes completed the RISE assessment to assess, monitor and support mental health.
- PSAs trained by Active Schools in Playground Games.

Impact:

- All schools now familiar and making use of rubrics but this varies across schools. It was decided that P1 would use rubric in Term 3.
- Moderation activities within own schools to ensure a consistent approach to achievement of a level.
- Teachers more confident in delivering HWB lessons and including LGBT education across curricular areas.
- Information gathered to inform discussions between pupils and staff and target some interventions.
- Difficult to measure impact as PSAs are primarily with 1:1 pupils so been unable to facilitate.

Good progress has been made in this area; however, it will be something we continue to develop and embed across stages next session

Next steps:

- Writing Rubric to be used twice a year from P2 to P7. Term 1 and Term 4. P1 will complete one in Term 4 to support achievement of a level for ACEL data.
- PSAs and EYPs will complete the TIE LGBT Level 1 online training.
- Continue to embed the use of RISE for P4 to P7 pupils and use the information more effectively to inform next steps in supporting mental health and resilience.
- Train pupils in playground games in Term 1 to deliver a series of lessons for infant pupils.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Intervention	Data summary against targets	<u>Impact</u> / progress summary (max 100 words per intervention)	Intervention Resource allocation used (breakdown)
Tools for writing lit 1-21a-24a Organising and using information lit1-25a-26a Creating Texts Eng 1-30a-31a	P4 PEF pupils plus others who were not expected to achieve 1 st level in <u>Writing</u>	75% (9/12) PEF pupils in p4 achieved 1 st level in Writing Overall P4 writing ACEL -72%	PEF teacher 1x weekly writing session with CT PEF teacher 1x weekly session with TG only
Tools for writing lit 2-21a-24a Organising and using information lit2-25a-26a Creating Texts Eng 2-30a-31a	P7 PEF pupils plus others who were not expected to <u>achieve 2nd</u> level in Writing	63 % (5/8) PEF pupils in P7 achieved 2 nd level in Writing Overall P7 writing ACEL-82%	PEF teacher 1x weekly writing session with CT PEF teacher 1x weekly session with TG only
Developing listening and talking skills through social games	Using a checklist for Tools for listening and talking LIT 1-02a Baseline assessment Aug 23 Repeated May 24 Using a checklist for Tools for listening and talking LIT 1-02a Baseline assessment Aug 23 Repeated May 24	Due to <u>PSA</u> staff absences all year this did not happen. PEF PSA hours were spent on supporting ASN <u>pupils</u> Term 4- <u>projected</u> underspend in PEF allowed for 6 additional PEF PSA hrs per week. All PEF pupils in P1-P7 were included in a rotation of board games/ arts& craft /outdoor learning. Whist this was not able to be measured for impact it did mean that every PEF pupil received extra literacy/HWB activities.	PEF PSA Mon – Thurs 3 hrs per day 2x 5 P3 pupils 2x 3 P2 pupils “2+3 p1 pupils (<u>include</u> additional P1 pupils

Wider achievements

Coileanaidhean nas fharsainghe

- Our pupils have a wide range of after school clubs some run by parents, some by school staff and some by Highlife Highland – football, NFL, cross country, athletics, gymnastics, badminton.
- All pupils from P1-P7 had the opportunity to attend athletics training and we had two athletics teams competing in The Bailiey Cup and South Highland Inter school Sports.
- We also had pupils attending two cross country competitions and a rugby tournament
- Pupils organised their own community litter picks and were praised in the community
- School staff are trained to deliver Bike-ability. This year we delivered training to all p5 pupils who wished to take part. Pupils who achieved level one were given extra training and all eventually achieved level two.
- Every class leads an enterprise for the whole school to participate in. It may be for a charity, for school fundraising or just for fun. This allows every child to develop leadership skills and skills for learning, life and work.
- Parents/carers have been invited into classes to share skills with and to talk about their occupations
- Our senior pupils have excellent links with our local Senior Citizens and join for bingo, beetle drives and coffee mornings.
- All classes visit our local church to celebrate at various times in the year
- Anne Gunn community worker from the church comes to school and helps teachers deliver aspects of RME.
- Our classes have visited various places of interest e.g. Fort George, Highland Folk Museum, UHI, Muirtown Basin and Nature Reserve, local parks and amenities. P1 and P7 buddies celebrated the end of the year with a joint trip.
- Our P7 pupils experienced a residential trip with a wide variety of outdoor activities.

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- All pupils from P1-P7 performed a wonderful Christmas Sing-along at Charleston Academy for their families
- P7 pupils choreographed and performed a very successful Leavers' Show at the local church for the school and P7 families.
- Pupils enjoyed Carol Singing in a local care home.
- Our Parent Council organise events for the school, families and wider community. We had a very successful Colour Run and Fete and a Grounds Action Day.
- The Parent Council continue to provide new equipment for our playground eg monkey bars, climbing wall, and trim trail maintenance and have secured funding for new sports kit.
- All pupils from nursery to P7 take part in an annual sponsored walk to raise money for school fund.
- We are increasing our pupil voice groups. This year we had our Rights Respecting Schools Group, ECO, Digital Leaders, Playground Leaders and Learning Council.
- We had Firework Night themed discos for Nursery – P7 pupils, P6 organised these.
- We have two members of staff who deliver Forest Schools
- We have a gardening club
- Our nursery works with Charleston Academy on the Growing2gether mentoring programme.
- In March 23 we were accredited as a Silver Rights Aware School and this session we started working towards our Gold Award.

Comments from learners, families, stakeholders and staff

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

Growing2gether Nursery Mentoring Programme

We have been working in partnership with Kinmylies Primary for 7 years and the support we have received has been outstanding.

In the planning of the projects the school has done everything they could possible do to accommodate the needs of Growing2gether and its facilitators. During the 14 weeks of our visits everyone at Kinmylies Primary has been most welcoming and encouraging for our young people.

Kinmylies Primary is a major contributor to the achievements of our participants.

Anne Gunn Kinmylies Church

There seems to be such a friendly, positive atmosphere in Kinmylies Primary, where individual personalities are able to shine and those with additional needs are catered for and included. It seems a warm and nurturing environment, and good fun and humour are valued. In classes children engage well, asking deep and thoughtful questions, being respectful of others and expressing their own views.

Pupils visit Kinmylies Church for a variety of activities throughout the year, including singing at a café for older members of the community, taking part in play activities (p1 and 2) and RME activities. People from the church who were involved in these activities were impressed at the attitude and engagement of the children, and enjoyed the intergenerational interaction.

P7 Pupil

I have enjoyed being part of the Learning Council. It was interesting to go into other classes and see what they were learning. I was surprised to see how much some of the P2s were able to write. I don't think I wrote as much as that in P2!

P4 Pupil

Kinmylies Primary School is a good school to go to. Most people are friendly and want to play with you. We have a trim trail, a climbing wall and football fields. The monkey bars are the most fun. Sometimes we do our learning in the outdoor classroom.

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P1 Pupil

I like assemblies on Fridays. We sing songs and do stars of the week. When you are star of the week you get to go The Hub for a treat. I had pancakes and a milkshake. There are lots of toys in The Hub.

Parent

It was very informative about the different ways the children are assessed. I didn't really know before. It is interesting to go to my children's classroom and meet the teachers, nice to meet them early on in the new classes. My children enjoyed us working together on the folders.

Parent (Nursery)

I have enjoyed spending time in the Nursery, seeing my child play with her friends. Also having the time to speak with her key worker and look through her folder.

Parent (Nursery)

My child's keyworker explained how my child is learning in nursery and showed me this in his profile. Lots of photos showing him having a great time.

Capacity for continuous improvement Comas airson leasachadh leantainneach

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

	ELC	PRIMARY
QI 1.3 Leadership of change	Good	Good
QI 2.3 Learning, teaching and assessment	Good	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	Good	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Good

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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

Raising attainment through consistent learning and teaching approaches
Raising Attainment in Writing

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 [LINK](#) or by contacting the school office.