



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

Kyle Primary School



Teamwork

Resilience

Respect

Learning

Kindness

Introduction: Local and National Context

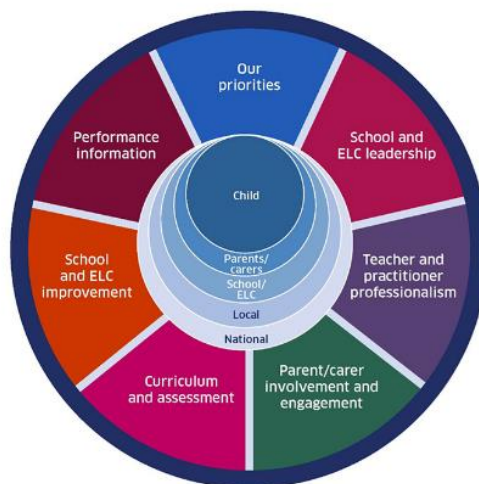
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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.

Jennifer Maclean
Head Teacher
Kyle 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
91.9%

Average Class Size
16

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
32 (+10 nursery)

Teacher Numbers
3

Pupil Teacher Ratio
10.7

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

Reading

Writing

Listening and
talking

Numeracy

Majority

Majority

Most

Majority

Kyle Primary School is located in a rural, coastal setting serving the local communities of Kyle, Badicaul, and Erbusaig. Kyle Primary is part of the Plockton High School Associated School group.

There are 32 children attending the school and 10 children in nursery, ranging from N2 - P7. There are two classes within the school, P1-4 and P5-7. There is a separate nursery serving eligible 2 year olds, 3 year olds and 4 year olds. The nursery currently provides 1140 hours of early learning and childcare.

The headteacher has overall leadership responsibility for Kyle Primary School and Nursery, and Kyleakin Primary School and Nursery. The headteacher is supported by a principal teacher across the school cluster. Staff and children across the cluster work together regularly.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall, attainment across the school in literacy and English and numeracy and mathematics is good. The majority of children achieve appropriate CfE levels in literacy and numeracy and, across the school. Most children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Writing

Listening and
talking

Numeracy

Good progress

Good progress

Very good progress

Good progress

We have had no exclusions this year.

Teamwork

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School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile



Kyle Primary School and Nursery

"Supporting each other to learn, grow and achieve"

Aims:

- To provide a nurturing, secure and stimulating learning environment in which every child can thrive.
- To provide a broad, balanced, engaging and relevant curriculum that supports the development of knowledge and skills for learning, life, and work.
- To foster a strong sense of community through the application of our values and partnership workings.
- To develop wellbeing, confidence and growth mindset so learners are well prepared for life beyond Kyle Primary School.

TEAMWORK RESILIENCE RESPECT LEARNING KINDNESS

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: Action Plan 1

Raising Attainment in Writing through the Explicit Teaching of Writing (Year 2)

Purpose:

Our ACEL data indicated there was a need to improve writing attainment across the cluster. Self-evaluation activities indicated that to increase attainment in writing, we needed to increase pupil enjoyment and engagement in writing, as well as strengthen teacher and pupil understanding of clear, consistent success criteria. This is the second year of this project

Progress:

- ✓ Writing lessons have consistently been delivered using the Explicit Teaching of Writing approach across most classes.
- ✓ There is a shared understanding of learning intentions, success criteria and progression of skills in writing across the school.
- ✓ Staff have participated in assessment and moderation of writing activities across the cluster and ASG.

Impact:

- ✓ Learners are demonstrating improved understanding of genres of writing, tools for writing, sentence structure and grammar and writing stamina.
- ✓ There is improved attainment in writing across most classes.
- ✓ Staff are more confident in their delivery of the Explicit Teaching of Writing approach, as well as their skills and knowledge in the learning, teaching and assessment of writing.
- ✓ Good progress is being made in this area. It will remain a focus for school improvement next session.

Next steps:

- Consolidate and embed learning, teaching and assessment approaches in writing.
- Continue to develop teachers' knowledge, skills and confidence in delivering writing through further professional development, practitioner inquiry and learning visits.

Teamwork Resilience Respect Learning Kindness

Raising Attainment in Writing: Assessment and Moderation ASG Project

Purpose: To improve learners' attainment and achievement in Writing by developing staff confidence and understanding of the assessment and moderation process, and support confidence and consistency in teacher judgements across the Plockton Associated School Group

Progress:

- ✓ Almost all teachers engage in regular moderation activities with colleagues in school and across Plockton ASG. Recent moderation has been focused on writing and led by 2 QAMSOs, one from Kyle and Kyleakin
- ✓ Teachers are keen to learn from others to ensure they continue to refine and improve their moderation practice.

Impact:

- ✓ As a result of all moderation activity to date, teachers have a clearer understanding of national Benchmarks in writing.
- ✓ In addition, children benefit from teachers' increased confidence in making more accurate professional judgements on children's progress within a level.
- ✓ Good progress was made in this area. Assessment and Moderation will continue to be a school improvement focus next session.

Next steps:

- ASG to continue with Focus on Moderation of Writing
- ASG to develop moderation of High Quality Assessments
- School to engagement with Assessment and Moderation Cycle and revisit continuous reporting procedures and formats

Scottish Book Trust Reading Schools Accreditation: Core Level

Purpose: To build a whole school reading culture that increases engagement and enjoyment in reading, positively impacting learners attainment in literacy, as well as addressing equity, wellbeing, creativity, empathy and resilience. Not as much progress has been made on this priority this session. It will be revisited next session,

Progress:

- ✓ Learners engage in regular reading for enjoyment opportunities in their classes and around the school.
- ✓ Shared family reading sessions and celebrations have been held to promote reading for enjoyment and reading together.
- ✓ Class libraries, mobile library visits and book swaps have been held to ensure all pupils have access to quality reading materials.

Impact:

- ✓ There is an increased awareness and culture of reading for enjoyment across the school and wider school community.
- ✓ All pupils have access to quality reading materials regardless of socioeconomic backgrounds.
- ✓ Satisfactory progress has been made in this project. It will continue to be a school improvement focus next session.

Next steps:

- Consolidation of evidence to support Reading Schools Core Level application.

Teamwork Resilience Respect Learning Kindness

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Progress:

- ✓ Additional Pupil Support Assistant time has been funded to support learners in literacy and numeracy.
- ✓ Additional reading resources have been purchased to support Reading Schools Explicit teaching for Writing, reading comprehension and reluctant readers
- ✓ A block of Expressive Arts workshops run by a local artist was funded to ignite interest and engagement in reading and writing, links with Reading Schools and Explicit Teaching of Writing, as well as wider achievement.

Impact:

- ✓ Learners feel supported and increased sense of achievement through 1:1 support.
- ✓ Learners have access to literacy materials that are current, relevant and support their literacy development needs.
- ✓ Learners demonstrated improved engagement and interest in literacy, while also developing skills in Expressive Arts and working with community partners.

Wider achievements

Coileanaidhean nas fharsainghe

Kyle Primary continues to participate in the Capable Kids Junior Duke programme designed to develop the skills of independence, self-motivation and life skills, as well as promoting learning together at home. This year 11 pupils in P1-7 completed the programme and achieved their Junior Duke Award.

Kyle Primary participated in a "Storylands" Arts project with local artist Sarah Longley. Learners had the opportunity to explore their favourite picture books and illustrations before creating new characters, illustrations and stories as part of a large-scale art mural that was displayed in the school hall for our end of term assembly.

Our Outdoor Learning was supported by the Plock Trust and learners had the opportunity to participate in outdoor learning sessions that involved planting trees, species classification, conservation and maintenance, and gardening and crop production.

Kyle Primary learners are active in their communities and involved in a wide range of activities including; Lochalsh Junior Pipe Band, Lorayne McLucas Performing Arts Academy, Kinloch Shiel Shinty Academy, Feis Music, Kickboxing and Highlife Highland sport activities.

To support transition to Plockton High School, P7 learners had the opportunity to attend a 3 night residential trip to Raasay House. This trip was attended by all P7 learners within the Plockton ASG. Learners participated in a variety of outdoor learning experiences such as; kayaking, rock climbing, abseiling, crating, archery and team problem solving activities. P7 pupils also attended a 6-week block of Resilient Kids – Moving On workshops with a local CSW and pupils from Kyleakin and Plockton Primary Schools. P7s also developed their values based leadership skills by participating in Columba 1400s Young Leaders Academy with Kyleakin Primary.

Kyle Primary held a "Careers and Skills" week in June. Learners participated in a wide range of activities focusing on developing skills for learning, life and work. Learners had the opportunity to learn about and develop skills in nursing and first aid, small business – stationary creation, building work, fire safety and skills, and Royal Mail sorting office and delivery. Learners also engaged with and worked alongside local businesses and partners to improve our school garden and fence.

Comments from learners, families, stakeholders and staff

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

Learners say about our school:

“We have a good vision, values and aims that represent school well. Our teachers are also good at making sure that we get the learning resources we need”

“We have a lot of visitors who come in and teach us different skills like; sport, art, music, singing, or about their jobs. We also have opportunities to visit other places for learning.”

“We are good at being kind to each other, encouraging each other and making sure everyone feels included.”

Learners say about our Explicit Teaching of Writing Approaches:

“I think this writing has helped me understand how to do different kinds of writing.”

“I think it has really helped my writing. I understand it more. I like doing an example first together as a class.”

“I like the way that it is explained with the big book and then you get to look at more examples in the small books. I like the different types of writing and how it shows differences between them, like procedure and explanation, they are very similar but it shows you the differences.”

“I like it, it is quite fun. My favourite has been the discussion writing. I also liked the procedure writing. I like how we do it as a class then we make our own ones. I think I have got better at writing since we started.”

Parents say:

“I think the school is great at encouraging the pupils to be the best versions of themselves. Kyle pupils are very accepting of new pupils and welcoming to all. Kyle Primary staff know the pupils well and this in turn makes the pupils feel safe and valued.”

“There is a lovely sense of community about Kyle Primary School where everyone is encouraged to “join in” and welcomed. KPS is an excellent place of learning for our child.”

“All staff know all the children well and their individual needs. Everyone is friendly and approachable.”

“The school is quite small so I think the children are getting more 1:1 teaching which is great. Their weaknesses and strengths are picked up on.”

Stakeholders say:

“My experience within the school and through working with staff if that they have a very good understanding of children’s learning developmentally and are very aware that children need to be in the right ‘place’ emotionally in order to learning and that the learning and teaching I see within the school is based on where the child is at developmentally and not just their chronological age. Staff proved a caring supporting nurturing ethos where children are able to learning and share.”

“Staff respond and listen to children/families in ways that show they are valued. In my opinion the staff and the Head Teacher have an exceptional nurturing approach which is reflected in the way they respond to

pupils and staff and this is felt within the whole school ethos. I feel staff highly value a nurturing approach and place this as fundamental part of their school priorities and see the importance of this in how children learning and develop.”

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

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

- 1) *Raising Attainment in Writing through the Explicit Teaching of Writing Approach (Year 3 – Consolidation)*
- 2) *Assessment and Moderation for Raising Attainment, links to ASG Moderation Project (Year 2 – Developing)*
- 3) *Scottish Book Trust Reading Schools Accreditation – Core Level (continued)*

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 [Kyle Primary School website](#) or by contacting the school office at 01599 534194.