



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

Kyleakin 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%

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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 daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Jennifer Maclean
Head Teacher
Kyleakin 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
93.5%

Average Class Size
16

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
32 (+8 nursery)

Teacher Numbers
3

Pupil Teacher Ratio
11

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

Reading

Less than half

Writing

Less than half

Listening and talking

Less than half

Numeracy

Few

Kyleakin Primary School is located in a rural, coastal setting serving the local community of Kyleakin, Kylerhea, and the area between those two villages.

There are 32 children attending the school and 8 children in nursery, ranging from N3 - P7. There are two classes within the school P1-3 and P4-7. The Nursery is housed within the school building and offers early years provision for 3 and 4 year olds.

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

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 satisfactory. Most children achieve appropriate CfE levels in literacy and numeracy and, across the school. Children who face barriers to learning are making some progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Satisfactory progress

Writing

Satisfactory progress

Listening and talking

Satisfactory progress

Numeracy

Satisfactory progress

We have had no exclusions this year.

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School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Kyleakin Primary School and Nursery

"Building a strong foundation for the future"

Aims:

- To provide a safe, nurturing and stimulating learning environment for everyone to learn and thrive.
- To engage learners in meaningful and creative learning opportunities that develop knowledge and skills for learning, life, and work across all areas of the curriculum.
- To work together with our community to foster wellbeing, confidence, growth mindset and a love for life-long learning so learners are well prepared for life beyond Kyleakin Primary School.

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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: **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 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.

School Priority: **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

School Priority: **Scottish Book Trust Reading Schools Accreditation: Silver 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.

Progress:

- ✓ A culture and ethos of reading for enjoyment and wellbeing is becoming embedded across the school.
- ✓ Wider community involvement in promoting reading within the school
- ✓ Significant amount of reading resources have been purchased

Impact:

- ✓ Increased learner engagement and enjoyment in reading at school and at home.
- ✓ Positive role modelling of reading from wider community members such as grandparents, local business and services
- ✓ All pupils have access to current, relevant reading materials at home and at school, regardless of socioeconomic background.

Next steps:

- Sharing enthusiasm and expertise about our Reading Schools journey beyond our own school, to include engagement opportunities with the wider community, intergenerational projects and partnership working with local businesses.

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Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Progress:

- ✓ 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

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.

Wider achievements

Coileanaidhean nas fharsainghe

Kyleakin Primary has achieved the Scottish Book Trust Reading Schools accreditation at Silver Level. A big Community Booky Breakfast was held in March to celebrate the accreditation.

Kyleakin 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 13 pupils in P1-7 completed the programme and achieved their Junior Duke Award.

Kyleakin Primary P1-3s participated in the Archaeology Scotland “Heritage Heroes” award scheme. Pupils planned, investigated and engaged with a local heritage site, Eilean Donan Caste to achieve their awards. Pupils visited the site and completed a variety of creative learning activities connected to their visit. They then shared their learning with parents, carers and grandparents to inspire their interest in local heritage sites.

Pupils in P4-7 developed their coding skills while working along a parent volunteer. Pupils learned how to code using a variety of different platforms and programmes and then applied their learning to complete challenges. All pupils received certificates for completing the Astro Pie challenge and the Scratch coding challenge.

Kyleakin Primary learners are active in their communities and involved in a wide range of activities including; Lorayne McLucas Performing Arts Academy, South Skye Shinty Academy, Feis Music, 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 Kyle and Plockton Primary Schools. P7s also developed their values based leadership skills by participating in Columba 1400s Young Leaders Academy with Kyle Primary.

Comments from learners, families, stakeholders and staff

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

Learners say about our school:

"I think our school does reading really well. We have our Silver award in Reading Schools."

"Our school is does really well at making at making children feel safe and included."

"Our school is good at keeping us active."

Parents say:

"Kyleakin Primary is good at taking part in extra/external projects and challenges such as running, Junior Duke, art competition, historical heroes, reading challenges. My child enjoys engaging in these and they help to offer a varied learning experience."

"I really like reading about what my child gets up to on Seesaw. It's a great prompt to get more info out of her as to various pieces or what she has been doing other than her standard "I can't remember".

"Staff provide well organised & scheduled teaching strategies to support for learners."

"The school is good at promoting reading and providing reading resources."

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	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Satisfactory

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

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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 – Gold Level*

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.