

# Standards and Quality Report

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2021/22



**KINGUSSIE PRIMARY SCHOOL AND ELC**

HIGHLAND COUNCIL | RUTHVEN ROAD, KINGUSSIE, INVERNESS-SHIRE PH21 1EN  
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This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

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.

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 in order to shape our improvement journey.

When we develop our improvement projects, we use key questions at planned review times throughout the session in order to know how well we are progressing towards achieving these positive outcomes and changes.

### Our School

Kingussie Primary School is a traditional Highland School, situated in the heart of the village. The school comprises of several stone buildings and boasts extensive grounds, with both grass and tarmac areas, providing a stimulating learning environment for all pupils.

The school is situated just off the High Street at the southern end of the village. The main building, built in 1876, is stone. Later additions are mainly brick, which have been harled. The school has four classrooms, a gym hall, dining room, resource area/library and a General-Purpose room, office and staffroom. This session we created a 'sensory room', which accessible to both ELC and Primary pupils.

Kingussie Primary School caters for pupils from age 3 up to age 12. In the school we have a separate Nursery (ELC) and 4 mainstream classes. In accordance with current regulations, single stream classes contain no more than 25 pupils in P1, 30 pupils in P2 to P3 and 33 pupils in P4 – P7. Composite classes contain no more than 25 pupils.

We currently have four classes: Primary 1/2, Primary 3/4, Primary 5/6 and Primary 6/7.

As a staff team, we aim to make the school a bright, attractive place in which to work and learn. We recognise that you want the very best for your child and want them to be happy, safe and successful in school. In pursuit of this goal, as a staff team, we work very hard to ensure that **ALL** in the school community receive the very best provision. We set high standards and encourage each pupil to achieve their personal best – 'to be the best that they can be' and fulfill their potential. We also aim to help each child develop a real sense of self-worth and personal responsibility. We constantly monitor and evaluate our work and strive for continual improvement in the educational provision that our school offers.

#### **HMIE Return Visit – December 2021:**

Our most significant school improvement event for this session was the return visit of HMIE to Kingussie Primary School and ELC. This was a very positive experience and resulted in the school being signed off from the Inspection of January 2020.

#### **WEE CARE:**

**Welcoming – Encouraging – Enthusiastic  
Co-operative – Active- Respectful - Eco-friendly**

In the final paragraph of the HMIE Letter the Lead Inspector said:

‘Understandably, the school has been responding to the challenges resulting from the COVID-19 pandemic. These have had a significant impact on the work of the school. Staff are implementing plans to support recovery. Staff have addressed the recommendations from the original inspection successfully. As a result, we will make no more visits to the school in connection with the original inspection. The Highland Council will continue to inform parents about the school’s progress as part of its usual arrangements for reporting on the quality of its education service.’

**See: HMIE Letter – February 2022**

### **2.7 – Partnerships:**

*Throughout the session there were regular Parent Council Meetings, at which the Head Teacher provided a report on school improvement, updated on any matters related to Covid or responded to any questions or queries that arose within the Agenda.*

*The Parent Council acts as the link for communication between the Parent Forum and the school.*

*Newsletters went out on a regular basis. We use email and text messaging as the main form of communication with our families.*

## **Our School: Vision, Values and Aims**

Our vision is to have a happy, caring and inclusive school. Having achieved our Bronze Award, we are now working 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’.

At Kingussie Primary School and 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

### **WEE CARE:**

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## Our Improvement Journey Headlines Session 2021/22

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

### Improvement Project 1:

**Primary focus:** School and ELC improvement

**Year of Project:** 1

**Purpose: To:**

- Foster the ethos that pupils, parents, partners and staff are all involved in the creation and ongoing review of the vision, aims and values of the school.
- Encourage consistently high expectations of all learners.
- Ensure staff are clear on the school's strengths and areas for development based on a range of evidence.

**What did we do?**

- Review of the current school values, vision and aims with pupils, staff and parents - *Inwards*
- Look at exemplars of school values, vision and aims - *Outwards*
- Whole-school reflection exercise to determine revised school values, to be linked with RRS.
- Implementation of updated and revised school values, vision and aims - *Forwards*

**Progress and Impact:**

- A vision (aims and values) that are ambitious and focus on improvements in outcomes for all.
- All staff demonstrate that they have consistently high expectations of all learners, which impacts on equity of experience and improved outcomes for our pupils.
- All in the school have a clear understanding of our collective strengths and areas for development.
- All staff demonstrate that they are committed to change, which has resulted in improvements for learners.
- An updated Behaviour for Learning and Positive Relationships Policy.

See – HMIE Letter – February 2022

- QI Grading moved from Satisfactory to Good. (ELC and Primary)

**Next steps:** To further embed the Behaviour for Learning and Positive Relationships Policy, which strongly links with our School Values and Rights Respecting Schools.

**WEE CARE:**  
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**Co-operative – Active- Respectful - Eco-friendly**

### Improvement Project 2:

**Primary focus:** School and ELC improvement

**Year of Project:** 2

**Purpose: To:**

- Improve in learning, teaching and assessment.

**What did we do?**

**In place is in the ELC and Primary School is:**

- Planning Guidance
- Tracker Planning – (Literacy, Numeracy, HWB, Expressive Arts)
- Progression Planners – (French, Social Studies, STEM and AiFL)
- Consistent approach/implementation of Learning Logs (P1 – P7) and Pupil Profiles (ELC)
- Pupils contribute to the creation of their school environment.
- Displays and classroom environments reflect Learning Journeys.
- Bronze Award achieved; good progress towards Silver Award has been achieved; the ethos in the school is Rights Respecting and this can be seen through the positive relationships between young people and staff.

**Progress and impact:**

**The learning environment, planning and assessment are consistent across the school and ensure equity of experience for all children.**

*See – HMIE Letter – February 2022*

- QI Grading: Moved from Satisfactory to Good. (ELC and Primary)

**Next steps:**

To:

- Continue with a consistent approach in learning, teaching and assessment.
- Further embed Learning Logs.
- Introduce a Learning Log format into ELC.

### Improvement Project 3:

**Primary focus:** School and ELC improvement

**Year of Project:** 2

**Purpose:**

- To raise attainment and achievement. (Primary)
- To further secure children's progress. (ELC)

**What did we do?**

Throughout the session we had a:

- continued emphasis on the 'covid recovery' curriculum and promoted Literacy, Numeracy and HWB across the school.
- consistent approach to Tracker Planning, focusing on benchmarks and outcomes for our young learners.
- robust tracking procedure, which included a focus on interventions linked to HGIOS 2.4. – Personalised Support.
- implemented 'Talk for Writing'

**WEE CARE:**

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Co-operative – Active- Respectful - Eco-friendly**

### Progress and impact:

- School staff know their children and children know what to do to reach their next steps.
- Tracking and monitoring are well understood and includes regular dialogue (two meetings per term with HT) to ensure improved outcomes for all learners.
- Staff take ownership for all the children in their care and plan the learning so that those pupils with Support for Learning Needs make progress.

See HMIE Letter – February 2022

- Improved Attainment Data
- QI Grading moved from Satisfactory to Good. (ELC and Primary)

### Next steps:

- To revisit Moderation of Learning across the ASG.
- To implement the Scottish Online Formative Assessments (SOFA) in session 2022-2023, to further support achievement, identification and raising attainment.

## Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Raising attainment and achievement	Good

Our overall evaluation of Kingussie Primary School and ELC's capacity for continuous improvement is: **Good**

**We are confident in our capacity for continuous improvement.**

1.1 Self-evaluation for self-improvement is at the heart of our journey to 'getting better' at what we do in school.

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## HGIOS Quality Indicators: 2019 - 2022

Kingussie PS NIF Quality Indicators			
Academic Year	2019 – 2020 January (HMIE)	2020 – 2021 June (Self-evaluation)	2021 -2022 June (Self-evaluation)
1.3 - Leadership of Change	Weak	Satisfactory	Good
2.3 - Learning, Teaching and Assessment	Weak	Satisfactory	Good
3.1 - Ensuring Wellbeing, Equality and Inclusion	Weak	Satisfactory	Good
3.2 - Raising Attainment and Achievement	Weak	Satisfactory	Good
3.2 - Securing children's progress (Early Years)	Satisfactory	Satisfactory	Good

### Planning Ahead

Full details of the school's 2022/23 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website or by contacting the school office.

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