

Standards and Quality Report

2021/22



Kilchuimen 3-18

HIGHLAND COUNCIL | STATION ROAD, FORT AUGUSTUS, PH324DL

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/Cluster/ASG (Delete as required)

Kilchuimen 3-18 is situated in a rural location in the centre of the Great Glen equally distanced from Inverness and Fort William. It serves a rural catchment with an increasing number of placing requests from South Loch Ness. Rural issues are mainly around transport with our location making it very difficult for pupils to access resources such as Inverness Leisure, UHI and WHC.

Our catchment is predominately in the SIMD 5-7 band range. We are located in a highly tourist orientated area and work can be seasonal for many families.

The school roll is increasing. The community benefit fund is supporting a local housing project which is expected to impact pupil numbers in school. A 3-18 local authority improvement visit in November 2016 was followed by an Education Scotland 3-18 new style empowerment inspection in February 2017. Reports from these visits underpinned subsequent school improvement planning in relation to three main headings: curriculum, meeting learner need, monitoring & tracking. The school has directed additional PEF funding towards supporting literacy, numeracy & HWB, with an additional focus on wider achievement. Additional 0.8FTE resource was allocated to continue to support COVID recovery. This has been channelled into resilience building for pupils, including trips to Active Highs for all pupils as a residential for academy and day activities for primary. Nursery pupils continue to access the outdoor spaces for learning.

As with many small schools, recruitment and retention of staff can be challenging. Sole teacher departments throughout the Academy with no principal teachers in the curriculum, adds stress to the management of L&T. The Primary has a semi-stable staffing, and the Nursery is now fully staffed. The role of DHTs within the 3-18 school are crucial to ensure management of staff towards attainment focussed L&T. There are three members of staff off on maternity leave, however two of these vacancies have already been filled.

Attendance has been adversely affected by covid absences, but we hope that going forward our figures will return to our usual high level. Some pupils are working hard to return to school with long term absence due to health conditions and we support their study at home. There have been no pupil exclusions.

Kilchuimen - Vision, Values and Aims

The 3-18 Kilchuimen campus is an inclusive and caring learning community which aims to encourage confident, creative, happy and successful individuals. The current 3-18 arrangement has been in place since December 2014. With values of aspiration, kindness and respect, Kilchuimen Academy, Primary and Nursery have a shared commitment to inclusion, tolerance, mutual respect and partnership.



As a 3-18, moving forward is working with all stake-holders to create a shared 3-18 language and ethos, with which we are all comfortable, to describe how we work with our young people of all ages and what we most value in them and for them. This engagement has been partially completed, beginning in January 2020. The school pupils, staff, parents, partners and wider community have been fully engaged in setting our vision, values and aims. School values are promoted through themed assemblies.

The nursery has continued to excel with play based learning. The primary continue to embrace an outdoor learning approach. The adaptation of the timetable to increase the PSE provision for the Academy is a result of the increasing number of pupils in school with complex social and educational needs. The timetable has been further adapted to allow aligning with the Highland Virtual Academy for both National 5 and Higher provision.

Pupil Voice: what is working well in our school?

Our children and young people identified the following strengths for our school this session:

Focus group: Term 1 2022

"We have a substantial amount of teachers and PSAs."

"We get treats when we win the house points three times. I liked eating margherita pizza at the Trim Track."

"I like eating snack outside."

"We now have lots of things to do/play with in the playground."

"I like Maths."

"We've got lots of good books."

"Teachers listen to us."

"Almost all the children are kind."

"Almost all the children are happy."

Pupil Voice: what changes would you like to see made?

Our children and young people identified the following changes they would like to see and the difference these changes could make.

Focus group: Term 1 2022

"The Trim Track needs to be restored."

"We need to do more recycling."

"We should have more inter-house competitions and activities. Like Lego competitions/challenges."
"We need to have much more Lego. Everyone likes to play with it."
"A water activity day in the summer term."

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: *Health and wellbeing*

Progress and impact:

- Continue with the additional 1 hour PSE in registration time with prompts and a linked approach to PSE lesson in S1-6
- Continuation of "The Daily Mile" in the Primary
- One to one interviews with all pupils in all year groups by Guidance teachers in addition to learning conversations
- Resilient kids/mental health check-ins from P1
- Mental Health Award 1 unit in S4, 1 unit in S5&6

Next steps:

- Nursery: focusing on health and wellbeing and working with Q5 of ELC
- S1-6 Ensure the well-being of pupils with an added 1 hour PSE in registration time with prompts and a linked approach to PSE lesson
- H&W use of teacher – pupil interactions and PTPS and additional 0.1 FTE time. YDO and CSW input.
- Introduction of the Mental Health Award for S4, S5&6

Improvement Project 2:

Primary focus: Performance Information

Year of Project: 1

Purpose: Recovery of learning, Teaching and Assessment

Progress and impact:

P1-7: DHT's will work with class teachers to identify gaps and put any additional interventions in place. Suitable resources will be considered and used where appropriate.

- Focus on Literacy in BGE and senior phase, use of recovery curriculum resources and SQA updates
- Numeracy intervention implementing advice of NDO in Primary and recovery curriculum and SQA Academy

Next steps:

P1-7: DHT's will work with class teachers to identify gaps and put any additional interventions in place. Suitable resources will be considered and used where appropriate.

- Focus on Literacy in BGE and senior phase, use of recovery curriculum resources and SQA updates
- Numeracy intervention implementing advice of NDO in Primary and recovery curriculum and SQA Academy
- Continuation of support lessons with small, targeted groups through P1-7
- Increased opportunities through play for P1
- P1-7 outdoor learning and focus on missed skills
- Flexible pathways and opportunities through VC, UHI, WHC, YASS in place for learners to ensure support and challenge
- Specific interventions identified with ASN support for children with severe negative impacts from lockdown

- Staff collegiate time and focus on differentiation and supporting literacy and numeracy. Additional COVID recovery teaching time in literacy and numeracy and additional lessons in S1 and S2.

Improvement Project 3:

Primary focus: Curriculum and assessment

Year of Project: 1

Purpose: Attainment

Progress and impact:

- Use of Data to inform L&T – staff training and regular discussions
 - Continue to develop pedagogy to support learning, including play and outdoor learning opportunities
 - Planning and schemes of work in line with Highland Council and SQA recovery curricula
 - Tracking and monitoring throughout 3-18
 - Continuation of support lessons with small, targeted groups through P1-7
 - Increased opportunities through play for P1
 - P1-7 outdoor learning and focus on missed skills
 - Flexible pathways and opportunities through VC, UHI, WHC, YASS in place for learners to ensure support and challenge
 - Specific interventions identified with ASN support for children with severe negative impacts from lockdown
 - Staff collegiate time and focus on differentiation and supporting literacy and numeracy. Additional COVID recovery teaching time in literacy and numeracy and additional lessons in S1 and S2.
- Settling in interviews with all pupils an extension of the S1 model ongoing Tracking and Monitoring
- Kilchuimen Calmness Google site for access to resources and support.
 - SNSA testing for monitoring impact
 - Moderation and QA for SQA evidence gathering and results analysis.

Next steps:

- Bringing Learning, Teaching and Assessment together as part of SIP
- Continuing increase in play for ELC and P1/2
- Using data to inform practice
- Individual interviews and pastoral care monitoring
- Continued focus on literacy, numeracy, and H&W
- Relaunch of Kilchuimen Calmness
- Closer working relationships with DYW building on annual 100% positive destinations
- Alignment to Virtual school/ UHI/West highland college timetables where possible

Evaluation of Progress

We believe we have made the following progress this session:

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

Raising attainment and achievement

Our children and young people believe we have made the following progress this session:

Theme 1 Good
Our relationships

Theme 2 Good
Our learning and teaching

Theme 3 Good
Our school and community

Theme 4 Good
Our health and wellbeing

Theme 5 Good
Our successes and achievements

Our overall evaluation of Kilchuimen 3-18's capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

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 <https://kilchuimen.com/> or by contacting the school office on 01320 366296