

# STANDARDS AND QUALITY REPORT

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2022/23



**Kilchoan Primary School**

HIGHLAND COUNCIL | KILCHOAN, ARGYLL, PH36 4LH

# Introduction: Local and National Context

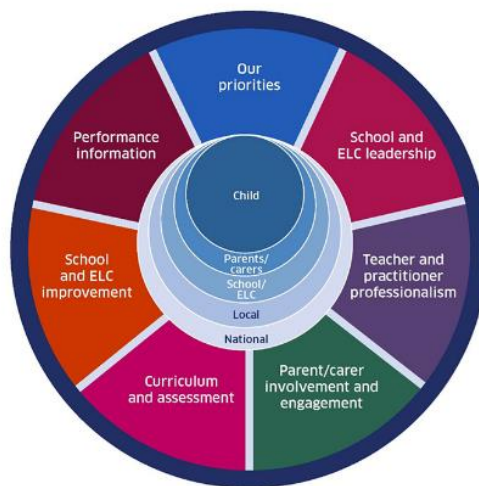
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2022-23. 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

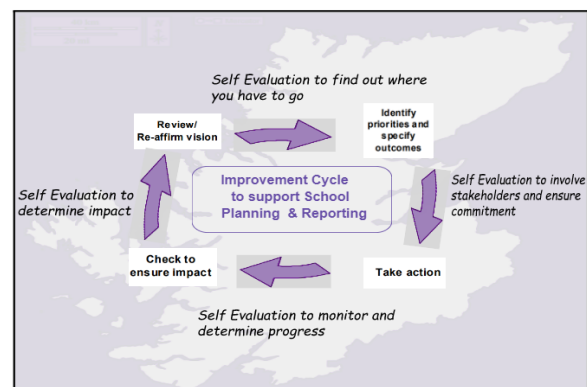
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### 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.

Lyndsay Bradley  
Ceannard/Headteacher

## School Profile

### Pròifil na Sgoile

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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**  
97.2%

**Average Class Size**  
13

**Meeting PE Target**  
Target Met

**Pupil Numbers**  
13

**Teacher Numbers**  
2

**Pupil Teacher Ratio**

Kilchoan Primary School accommodates pupils from the western most point of Ardnamurchan, to the Glenmore Burn in the east.

The school building is located at the eastern side of the village of Kilchoan. In 1968 a timber-built extension was added to enable the roll to be accommodated in two separate classes, with the inclusion of indoor toilet facilities. The Nursery takes place in the old building and Primary 1-7 are taught in the one classroom in the extension. Our Nursery has just had a kitchen refit and extension which includes their own toilet and office area.

The headteacher is a cluster head for Kilchoan Primary School and Bun-sgoil Àth-Tharracail - Acharacle Primary School. The staff and pupils work together as often as possible.

There are 13 children attending the school and 2 children in the nursery, ranging from N3 - P7. P1-7 are taught in one class

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 very good. Almost all children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. All children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

**Reading**

Very good progress

**Writing**

Very good progress

**Listening and talking**

Very good progress

**Numeracy**

Very good progress

We have had no exclusions this year.

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

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**Motivated Pupils    Enabled Staff    Involved Parents**  
**Perseverance    Endeavour    Enjoyment    Confidence    Kindness**

Our aims:

- Kilchoan will be a safe school where we can grow and learn because we feel wanted, encouraged and excited about learning.
- We have a say in the school – our opinions are listened to.
- Learners will be confident and ask lots of questions.
- Learners will manage their feelings, be fit and get on well with every kind of person. This will help them enjoy life and reach their goals.
- Parents/carers and staff will work closely together to help children learn.
- We will work well with local groups because we can learn so much from our community.
- We will all value differences in people in our community and our world and show respect for each other.
- Everybody will succeed in their learning and will CELEBRATE achievement.
- We will respect the buildings and belongings of our school and community and take care of our changing world.
- We will keep learning and keep getting better so our learning/school is the best it can be.

## 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 Literacy and Numeracy

### Purpose:

We have very high expectations for our pupils and are proud of the sustained attainment during Covid and staffing disruptions. We now wish to ensure that we build on the success of the last two unusual sessions and strive for increased attainment and achievement across all our classes and for each individual pupil.

### Progress:

- ✓ Health and Wellbeing screening was carried out as planned
- ✓ Attainment strategy continued to be followed
- ✓ Continued use of data to track progress and plan interventions
- ✓ Continued engagement with CNAG and other agencies allowed for wider opportunities in GLE
- ✓ Staff undertook training opportunities throughout the year

### Impact:

- ✓ Health and Wellbeing screening showed an increase in confidence for all nursery pupils and almost all pupils scoring in above or well above average brackets for P1-7
- ✓ Attainment data shows almost all pupils attaining or exceeding expected levels and progress for all pupils in Literacy and Numeracy
- ✓ Increased engagement with CNAG has allowed for more opportunities for pupils to use Gaelic language in wider contexts for GLE pupils

### Next steps:

- Continue to screen pupils in the wellbeing indicators and provide support where required
- Continued use of data to track progress and plan interventions
- Engage with refreshed Highland Numeracy Progression document and training and ensuring appropriate pace in numeracy development in the early stages
- Tracking of progress in Gaelic for GLE pupils

School Priority:

## Understanding and Improving Assessment and Moderation Strategies in Learning, Teaching and Assessment

### Purpose:

This project has been developed in response to dips in attainment in both Literacy and Numeracy across Highland. There is a variation in confidence across schools in using the Benchmarks.

This project takes into scope the NIF Priority:

*'Improvement in attainment, particularly in literacy and numeracy' and the Highland Council Priority: 'We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation'*

### Progress:

- ✓ In order to establish staff confidence in giving informed ACEL judgements based on benchmarks, we met to discuss views prior to engaging with the project.
- ✓ Our project required planning and time to meet on the subject of moderating assessment judgements and training led by Education Scotland
- ✓ PT underwent QAMSO training and will take the lead on ASG moderation next session
- ✓ We set aside Collegiate Time led by Education Scotland to share the priority with Teaching Staff and refresh understanding of the Moderation Cycle.
- ✓ This training was paused by the Highland Council until discussions around the need of schools took place centrally. Illness of training staff resulted in these sessions not yet being resumed. However, staff have continued moderation discussions of assessments in schools and have used additional base-line assessment to inform assessment judgements
- ✓ Our ELC staff have been focusing on high quality observations and using these to track progress of individual learners.
- ✓ As an ASG we continue to meet to discuss Moderation and Writing across all schools in ASG.
- ✓ Our ELC staff are also continuing to meet and share good practice also to have their own group

### Impact:

- ✓ Staff indicated a willingness to interrogate this issue and ensure we are not being too hard with our assessment judgements.
- ✓ Our working time agreement clearly identified time in the calendar for moderation and training.
- ✓ The impact of this first training session was limited as staff felt this was not meeting our needs or aimed at where we are already at in terms of our existing assessment and moderation practice.
- ✓ ACEL submissions to the council in June 2023 show almost all pupils achieving appropriate levels and staff report an increase in confidence in their professional judgement.

Overall we have made good progress in this area.

### Next steps:

- As no indication of future plans from Education Scotland for this project, our QAMSO has planned a moderation programme for our ASG for 23/24. This will be rolled out with all ASG staff and AHS PTs on 5/6/23 and will be planned collegiately.



### Purpose:

Classes have been working on UNCRC rights over the last few years however with Covid disruptions and changes within school some pupils felt that they did not have a full understanding. The aim of the project is to:

- Raise awareness and develop knowledge and understanding of the United Nation Convention of the Rights of the Child (UNCRC)
- Allows us to self-evaluate our practice in light of the UNCRC
- Support improvement planning within the cluster

### Progress:

- ✓ Audit completed and steering group in place
- ✓ School community informed of project
- ✓ In class IDL projects undertaken
- ✓ Class charters in place
- ✓ Bronze award achieved
- ✓ Audit for Silver completed, action plan submitted and approved
- ✓ Assessment for Silver scheduled for November 2023

### Impact:

- ✓ Children are developing well as confident and responsible citizens who are polite, kind and respectful to each other and to adults.
- ✓ Audit of current practice showed quality strengths across the school
- ✓ Health and Wellbeing screening shows high level of pupil confidence in their rights and feeling of being respected within the school
- ✓ Children report feeling safe in school and that they do not feel there are any incidents of bullying
- ✓ Children show good awareness of their rights and responsibilities

### Next steps:

- Take forward Action Plan for Silver Award
- Continue to ensure that we make links between UNCRC and our culture, values and ethos

## Wider achievements

### Coileanaidhean nas fharsainghe

- Children participate very well in rich opportunities for achievements. These are celebrated using a range of approaches within the school, and with external recognition
- The headteacher tracks opportunities beyond the school and this shows a high level of participation from almost all pupils
- Children engage very well with learning through sports and in the outdoors, while supporting their wellbeing. This develops their attachment to their local environment.
- Children take care of their environment through opportunities such as the Eco-Committee. Their activities are customised to their local area
- Children learn about the history and traditions of the area through meaningful use of traditional, local, Gaelic songs and culture. This also develops their local dialect and vocabulary.
- Pupils are learning musical instruments through visiting tutors
- Children are beginning to connect opportunities to skills.

## Comments from learners, families, stakeholders and staff

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

- Good connection to local community
- Interesting and varied topics
- Level of understanding of individual children and their needs
- Access to music tuition
- Develop more opportunities in school time for pupils to engage with other children
- Given time to share what we do with others
- I like that we can compete in sporting events
- We go into the local area
- I like that we have a polytunnel and we go to the community garden
- We get to learn interesting topics
- I like how we practise spelling
- I like the STEM challenges
- I like how writing is taught, it helps me to write better
- I like that we do PE on the field
- I would like to do more PE with Kilchoan
- It would be good to find a daily mile route
- I'd like to do more plays in the centre
- I'd like to do more at playtimes and free time to look at nature

## 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	SECONDARY
<b>QI 1.3</b> Leadership of change	Very good	Very good	Choose an item.
<b>QI 2.3</b> Learning, teaching and assessment	Very good	Very good	Choose an item.
<b>QI 3.1</b> Wellbeing, equality and inclusion	Very good	Very good	Choose an item.
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Very good	Good	Choose an item.

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 in literacy and numeracy
- Understanding and improving assessment and moderation strategies in learning, teaching and assessment
- Recognising and realising children's rights

## Planning ahead

### A' planadh air adhart

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Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our Facebook Group <https://www.facebook.com/groups/282381823147103> or by contacting the school office