



Kilmuir Primary School and ELC
HIGHLAND COUNCIL | KILMUIR, ISLE OF SKYE, IV51 9UB

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.

Mrs C MacFarlane
Head Teacher
Kilmuir 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.

Delete yellow instructions and what is not relevant to your context

All primary schools to include

Attendance
95.1%

Average Class Size
7.3

Meeting PE Target
Target Met

Pupil Numbers
22

Teacher Numbers
3

Pupil Teacher Ratio
6.7

Kilmuir Primary School is located in a small, rural school serving the local communities of Kilmuir & Uig on the Isle of Skye.

There are 19 children attending the school and 4 children in nursery, ranging from N3 - P7. In both English and Gaelic Medium, P1 – 7 are taught together multi-stage classes and there is a separate nursery for 3 and 4 year olds.

The headteacher has overall leadership responsibility for Kilmuir Primary School and Sgoil Stafainn. Staff and children from both schools 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. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Most children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Good progress

Writing

Satisfactory progress

Listening and talking

Good progress

Numeracy

Good progress

Gaelic Medium (delete if not relevant):

Gaelic reading

Good progress

Gaelic writing

Good progress

Gaelic listening and talking

Very good progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile



Kilmuir Primary School – Bun-sgoil Chille Mhoire

Creativity
Cruthachalachd

Kindness
Coibhneas

Responsibility
Uallach

Determination
Daingneachd

Our Aims



- To work together and learn together.
- To be the best we can be and never give up.
- To use and be part of our community.



To do lots of fun activities in a Gaelic speaking environment.

Amasan ar sgoil-àraich – Tha sinn airson:

obrachadh agus ionnsachadh còmhla.

dèanamh cho math 's a 's urrainn dhuinn agus feuchainn gun stad.

Obrachadh còmhla ris agus a bhith mar phàirt den choimhearsnachd

Tòrr rudan spòrsail a dhèanamh ann an Gàidhlig.

Learning together in friendship and community

Ag ionnsachadh còmhla ann an càirdeas & coimhearsnachd

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:

Profiling

Purpose:

We wanted pupils and parents to actively record all their successes. It is hoped that learners will be able to articulate where they are in their learning, who they are in their learning and where they are going next, sharing this with their peers, their families and staff within the school. It is also hoped that learners will be able to use the language of skills when reflecting on their learning.

Progress:

- The school has a nurturing culture where all learners feel valued and included.

Impact:

- ✓ Teachers and pupils work well together to set targets and make progress through learning.

- All pupils are actively engaged in profiling their learning journey.
- In nursery, children are eager to share their MLJ folders.
- ✓ Profiling has been successful in engaging children and young people, staff and parents in setting targets for learning.
- ✓ Children can talk about what they are learning in sgoil-àraich with confidence.
- ✓ Good progress was made in this area.

Next steps:

- Continue to develop ways for pupils to be actively involved in their learning.
- Develop ways to track skills - Skills for Learning, Skills for Life and Skills for Work.
- Develop a way to track engagement in extra-curricular activities.

School Priority:

Pupil & Parental Involvement

Purpose:

Post Covid-19, we wanted pupils and parents to become actively involved in school development again through committees for pupils and family learning events for parents.

Progress:

- We have re-established committees and almost all pupils are involved in these.
- We held some family learning events and stay & plays including an open afternoon and an online internet safety information session, which a few parents engaged with.
- Parents are involved in the life of the school and support events.

Impact:

- ✓ Children feel more involved in school development and have enjoyed leading initiatives.
- ✓ Parental feedback shows parents have valued getting back into school to see classes and learning.
- ✓ We are developing a partnership culture within the school, that enables pupils to participate in a wide range of activities.

- ✓ Good progress was made in this area.

Next steps:

- ✓ Continue to develop partnerships to support attainment in the school.
- ✓ Further develop the school house system.

School Priority:

Gaelic Oral Skills

Purpose:

We worked with the HC Gaelic Team and partners to develop a Gaelic Plan to support families that may not have Gaelic at home.

Progress:

- Gaelic oral skills are being developed appropriately through real-life contexts such as participating in Spòrs Gàidhlig activities, after school clubs and attending Gaelic Medium Sports Festivals.
- The headteacher is providing a clear strategic lead and staff demonstrate a good understanding of their role in maximising Gaelic Medium attainment.

Impact:

- ✓ Staff ensure all children have appropriate levels of challenge to get the best out of these experiences.
- ✓ We have developed a Gaelic Plan with partners and were granted funding to support our plan.
- ✓ Good progress was made in this area.

Next steps:

- Continue to support Gaelic language acquisition.
- Develop Gaelic Medium writing, so that it reflects pupils' oral competency.

Progress and impact of Pupil Equity Fund Adhartas agus buaidh Maoin Cothromas Sgoilearan

We used literacy and numeracy interventions to support target pupils and have seen most pupils improve in their assessments by at least 6 months.

We used PEF funding to support pupils to attend swimming lessons and cover transport costs involved in attending high quality ASG PE events. Pupils' wellbeing have benefited from attending these events and our P7 pupils well supported in their transition to High School, due to these events.

Wider achievements Coileanaidhean nas fharsainghe

- Almost all pupils participated in the local Mòd.
- All pupils entered the Coronation Art project.
- The Cluster Team won the Iomain Colum Chille shinty competition
- 3 x Pupils participate in string lessons, 2 x pupils - chanter lessons, 4 x pupils drumming lessons.
- A few of our pupils attended Feis Thronairnis
- All pupils attended swimming blocks in Portree
- All P4-7 pupils participated in Spòrs Gàidhlig sessions
- Pupils attend out of school clubs – swimming/ active schools / guitar lessons

Comments from learners, families, stakeholders and staff Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

Parents

- We feel that the school has come on a lot.

- Our kids experience a wide range of activities, and we are happy with the school.
- I want to see staffing being addressed as the school is very important to our community.

Partners

- I have been in Kilmuir supporting with Gaelic Medium pupils. I enjoy working in the school.
- The school is well organised and it is great to see the children doing so well.

Pupils

- It was awesome getting to go paddleboarding.
- We have kind teachers.
- I am happy coming to school and we are having fun in maths.

Staff

- The school is on a journey and we are working together to bring about improvement.

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	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	Good	Satisfactory
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.

Key priorities for improvement planning Prìomhachasan airson planadh airson leasachadh

- Review approaches to Planning
- Improve approaches to Learning & Teaching
- Continue to raise attainment
- Improve further approaches to self-evaluation

Planning ahead A' planadh air adhart

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 website www.kilmuirprimary.com or by contacting the school office

