



KILTEARN PRIMARY SCHOOL
HIGHLAND COUNCIL | DRUMMOND ROAD, EVANTON IV16 9UT

Respectful – Kind – Engaged – Resilient – Confident

Introduction: Local and National Context

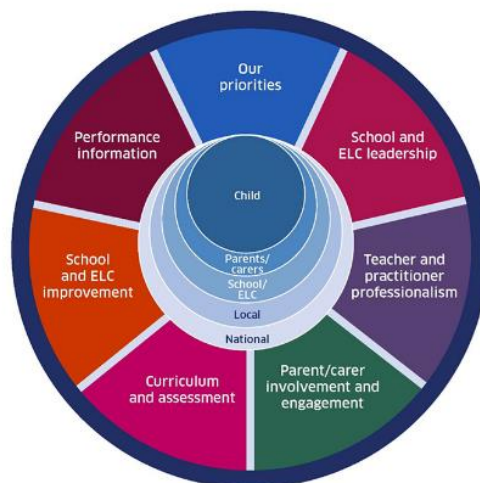
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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%

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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

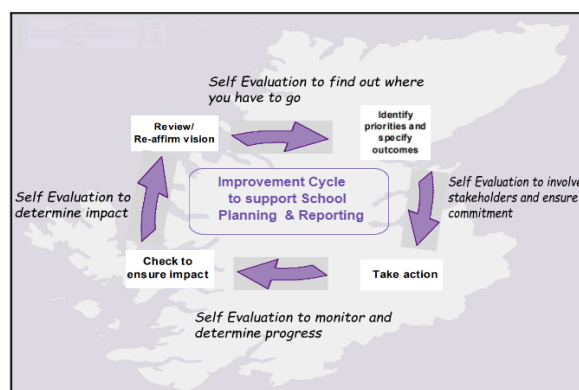
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

STEVEN SMALL
ACTING HEADTEACHER
KILTEARN PRIMARY SCHOOL

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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 96.97%		Average Class Size 22.8		Meeting PE Target Target Met				
Pupil Numbers 113 (+22 in Nursery)		Teacher Numbers 5.6		Pupil Teacher Ratio 20.18/1				
N4 0.01%	N5 14.81%	P1 10.37%	P2 11.85%	P3 9.62%	P4 12.59%	P5 14.07%	P6 10.37%	P7 14.81%
SIMD Q1¹ 2.63%	SIMD Q2 0.88%	SIMD Q2 3.51%	SIMD Q3 60.53%	SIMD Q4 32.45%	Unknown 0%			
ASN² 28.95%	No ASN 71.05%	FSM³ 14.1%	No FSM 85.9%	EAL⁴ 2.6%	No EAL 97.4%			

2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Most	Majority

We have had no exclusions this year.

Kiltearn Primary School is a rural school set in a beautiful and unique location on the edge of Evanton. The school overlooks Evanton Woods and is close to the Cromarty Firth. The school is located 4 miles from Alness and works closely with those in the Alness Associated Schools Group.

¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

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The pupils who attend the school are from the catchment area of Evanton which also covers old Evanton Road, Novar Estate, Glenglass and Swordale.

We are a non-denominational and equal opportunity school, opposing all forms of prejudice and discrimination. We will always promote an understanding and respect for our pupils' cultural identity and beliefs.

Within the school there are 6 classrooms, a Nurture room, an Early Learning and Childcare setting, a Library, a Medical Room, a general-purpose hall, a Kitchen, a Staffroom, cloakrooms and an office. At present our school roll, including our Early learning and childcare provision, is 136. We currently have 5 classes and a 9am-3pm Early Learning and childcare provision for 3 and 4 year olds.

The headteacher has overall leadership responsibility for Kiltearn Primary School. The headteacher is supported by a principal teacher.

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. Majority of children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading	Writing	Listening and talking	Numeracy
Good progress	Good progress	Good progress	Good progress

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

At Kiltearn Primary School we expect and develop our children to be:

Respectful;
Kind;
Engaged;
Resilient;
Confident.

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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 Literacy

Purpose:

The project has been developed in response to dips in attainment in Literacy. There is a variation across classes in the teaching of reading, phonics and writing and assessment evidence gathered. We require a clear teaching and assessment progression/expectation for all.

Progress:

- ✓ Staff are regularly refer to their ACEL and compare to SNSA.
- ✓ All staff participated in phonics, writing, spelling and reading training.
- ✓ Writing resources have been purchased.
- ✓ Literacy for all training was completed by all teachers.
- ✓ ASG moderation in writing attended.
- ✓ Assessment cycle in literacy and numeracy established – termly tracking sessions and termly updates
- ✓ Tracker updated twice a year by teachers
- ✓ Whole school attainment updated twice a year by PT.
- ✓ All teaching staff are referring to literacy benchmarks.
- ✓ Policies on reading and phonics expectations are in place.
- ✓ Parental engagement sessions have been held.
- ✓ PT one to one sessions on progression frameworks and reading resources.

Impact:

- ✓ Almost all staff know where children are in the learning in relation to ACEL data and plan accordingly identifying gaps in learning.
- ✓ Teachers have a better understanding of the skills in literacy between CFE levels.
- ✓ All staff are beginning to engage in the Stephen Graham resources.
- ✓ All teachers have attended Literacy for All training and the majority are aware of the signs of dyslexia.
- ✓ Agreement that the Scottish Criterion Scale was too harsh and teachers should focus upon Benchmarks.
- ✓ All teachers participated in professional discussion about progression within a level.
- ✓ All teachers are engaging with the assessment cycle.
- ✓ Majority of teacher are referring to benchmarks.
- ✓ Policies have impacted upon literacy attainment.
- ✓ Whole staff engagement in the importance of phonological awareness.
- ✓ P1 parents are aware of the expectations of phonics and phonological awareness.
- ✓ Of the parents who attended the rhyme afternoon, the majority have a greater understanding of the benefit of rhyme in phonological awareness.
- ✓ Almost all of the staff have a greater understanding of the resources available to support them in the teaching of literacy particularly reading.
- ✓ Good progress was made in this area.

Next steps:

Further embed Literacy for all;

Continue to use PM writing resource and attend ASG moderation plus teaching and learning events;

Although gaps in learning have been addressed, further differentiation is required.

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Supporting Health and Wellbeing

Purpose:

The project has been developed in response to the difficulties children and families are expressing and experiencing in our school in terms of mental and emotional wellbeing. We are identifying more children being anxious and lacking confidence and resilience and it is preventing them from reaching their full potential.

Progress:

Content:

- ✓ All stakeholders have been involved in the positive relationship policy.
- ✓ All staff follow the same procedures ensuring consistency.
- ✓ Pupil leadership via the Pupil Council and House Captains is evident eg steps to embed the school values.
- ✓ Baseline wellbeing scale completed by all staff at start of each term.
- ✓ Awareness of most children's feelings which lead to deeper conversations about wellbeing.
- ✓ Recognition and understanding of the emotional needs of most children and strategies evident to support children to access to school and its curriculum.
- ✓ Most children are aware of the UNCRCs.
- ✓ All children participated in poster scheme and learning to demonstrate their understanding of the rights of the child.

Impact:

- ✓ All staff have read and engaged in the production and implementation of the positive relationship policy.
- ✓ The majority of children respond respectfully and with understanding towards adults and peers.
- ✓ Members of the Pupil Council chose criteria for school values (Kind) and how this was celebrated.
- ✓ Staff are targeting support towards most children identified to all children appearing as amber and red on the wellbeing scale. Most appearing as red have led to conversations between home and school to holistically understand barriers facing these children. Further support packages have been implemented using wider services available to Highland Council schools.
- ✓ All children are monitored to understand how they present at school and emotional check ins are used in most classes.
- ✓ All children participated in the schools push to achieve bronze status in UNCRC Rights Respecting Schools.

Next steps:

All staff to undertake relevant RHSP training.

Expectations of equality and diversity to be considered and developed in consultation with parents through the construction of the school's curriculum rationale.

Further exploration into the use HWB trackers from Strathclyde to be undertaken.

Continue development of school values with the Student Council.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

P1 – Class teaching of daily phonics and applying phonics has proven to very successful with most children achieving Early Level expectations in reading, writing and mathematics. This has been further supplemented via PEF PSA utilising five minute literacy box to target and reinforce classroom learning with relevant children.

P2/3 – Letters and sounds and wraparound phonics are taught daily. Most children are able to apply this learning into their reading and writing in a more effective manner as demonstrated in quality assurance processes. Additional focused teaching is given through phonic and reading activities through PEF PSA.

P3/4 PEF PSA has supported teaching of phonics and supported individual and small groups of learners through additional phonic sessions and the use of sound foundations intervention, letters and sounds, phonics progression and decodable reading materials.

P4/5 PEF PSA has supported teaching of phonics and supported individual and small groups of learners through additional phonic sessions and the use of sound foundations intervention, letters and sounds, phonics progression and decodable reading materials.

P6 – Sound foundations intervention, decodable books and precision teaching have been utilised to support children. Although all children have made good progress, less than half of the children have not made the necessary progress to put their learning on a par with their expected age and stage.

Wider achievements

Coileanaidhean nas fharsainghe

Participation in a wide variety of offsite excursions including a residential visit.

Good use of the local community and local woods to support learning.

Good use of external support and volunteers to support the learning of the children in the school.

Active participation in sporting activities with all of the children in P4,5,6 &7 participating in a full term of swimming.

The school has participated and has been well represented in numerous sporting events such as football, rugby and swimming.

P3,4,5 achieved Heritage Heroes awards.

Comments from learners, families, stakeholders and staff

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

What does our school do well?

Home/school communication is great;

Good communication through emails;

Friendly, understanding staff;

Makes people happy;

Good learning opportunities in the classrooms – good progress made by children;

All staff very friendly and approachable;

Good communication from school via FB, emails, SeeSaw etc;

Extra communication from individual teachers;

Lots of/ good variety of extra activities such as sports, woods, music visits etc.

Inclusive;

Great welcome in the morning;

How staff are all very helpful and caring towards the children and the parents;

Gets to know the children really well as individuals and provides more person/child centred learning;

Helpful support;

Good opportunities for kids to go to local amenities like the woods;

Friendly, approachable staff. Kids are well supported and I feel as a parent they know my children well;

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Weekly emails appreciated, lots more communication, events, friendly helpful staff;
HT very helpful and lovely to see person being so present.

What are our areas of development (moving forwards)?

- More consistent homework;
- Weekly spelling/and or maths homework would be good for consolidation of work done in class;
- More homework to be sent home, please
- No homework. School is a place to learn not home. Please and thank you;
- More focus on mental health;
- More support for neurodiverse children;
- Mental and emotional support for kids
- Greater focus on sustainability;
- Improve communication – greater use of SeeSaw;
- Greater communication;
- Photos of teachers;
- Better fencing for grounds;
- Security (gate too easy to open);
- Security for school grounds
- Breakfast and after school club;
- After school groups for younger children;
- More trips;
- Pupil resilience towards friendships;

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
QI 1.3 Leadership of change	Satisfactory	Satisfactory	Choose an item.
QI 2.3 Learning, teaching and assessment	Satisfactory	Good	Choose an item.
QI 3.1 Wellbeing, equality and inclusion	Good	Good	Choose an item.
QI 3.2 Raising attainment and achievement/Securing children’s progress	Satisfactory	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

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Evaluate and refresh curriculum to ensure broad and balanced coverage which provides progressive, age-appropriate skills teaching to all pupils.

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 [ADD LINK](#) or by contacting the school office

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