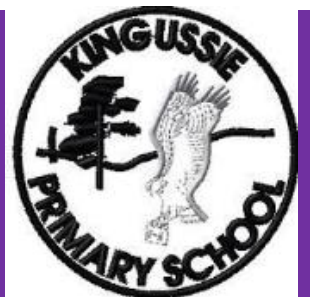


STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2022/23



Kingussie Primary School
HIGHLAND COUNCIL | 10 RUTHVEN RD, KINGUSSIE PH21



WEE CARE:

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

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

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.

National Improvement Framework Priorities

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?

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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.

*Louise Kinnear
Acting Head Teacher
Kingussie 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.

Attendance
98.6%

Average Class Size
20.5

Meeting PE Target
Target Met

Pupil Numbers
82

Teacher Numbers
5

Pupil Teacher Ratio
16.8

N3

N4

P1

P2

P3

P4

P5

P6

P7

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XX%	XX%	8.5%	15.9%	11%	12.2%	14.6%	17.1%	20.7%
SIMD Q1 ¹ 0-10%	SIMD Q2 0-10%	SIMD Q3 0-10%	SIMD Q4 90+%	SIMD Q5 0-10%	Unknown 0-10%			
ASN ² 40-50%	No ASN 50-60%	FSM ³ 60-70%	No FSM 30-40%	EAL ⁴ 0-10%	No EAL 90+%			

2021/22 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Majority	Most	Most

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

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 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

Review of progress for session

Ath-sgrùdadh air adhartas airson an t-seisein

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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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:

Moderation ASG

Purpose:

The purpose of this priority is to improve consistency in teacher judgements across the ASG and to build confidence in awarding achievement of a level. We also hope to work towards rebuilding ASG collaborative approaches and relationships post Covid. In the long term we hope to create a sustainable approach to moderation

Progress:

- ✓ Progress towards NIF drivers and local priorities has been communicated clearly and briefly
- ✓ 2 collegiate ASG moderation sessions were carried out.
 - The 1st ASG session introduced the writing rubric, in conjunction with the CfE benchmarks.
 - The 2nd ASG session evaluated/analysed the approach to reading across the ASG. In addition, an overview/taster session of the comprehension strategies was delivered.
- ✓ 3 subsequent moderation sessions were carried out within the school.

Impact:

- ✓ Staff have increased confidence in submitting ACEL judgements.
- ✓ Judgements are consistently based on an increased understanding of data
- ✓ Benchmarks are being used as the tool to guide assessment and moderation discussions across the ASG
- ✓ Moderation sessions are being embedded into the school ethos
- ✓ Staff are more confident in the shared standards and expectations around achievement of a level.
- ✓ Good progress made.

Next steps:

Moderation is a school priority in the School Improvement Plan for 23/24. There will be 4 collegiate sessions within the school and 4 ASG moderation sessions.

School Priority:

Partnerships

Purpose:

The school understands and plays a significant role in the life of the community.

Progress:

- A lunch time art club has been implemented and run by P7s pupils with a passion for art. The club is supported by a local French teacher from the IRA. During, the art sessions Ms Daniello who also teaches them French. This club was offered to all children across the school. It has been very popular.
- A lunch time drama club has been set up and run by P7s pupils who were interested in drama. This club was supported by a parent volunteer who also had an interest in drama. This club was also offered to all the children across the school. It was well attended.

Impact:

- ✓ School will demonstrate the impact of partnerships through improved outcomes for learners.
- ✓ Staff will support parents/carers to actively engage in their children's learning, attainment and achievement.
- ✓ Children have secured a range of skills through these activities.
- ✓ Increased community participation in supporting the literacy and numeracy curriculum, has had a positive impact on attainment.

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-A Chess club has also been set up in the school. It was initially run by a S5 Ukrainian pupil from the local HS. He has taught many of the children to play chess, while improving his English. Chess has now become hugely popular with many children playing it outside at break, lunch and any free moment that they have. This is also supported by the many volunteers we have coming into school.

-There have been many visitors to the school to aid in the promotion of reading and to link books to their jobs. A few examples are as follows; players from the Shinty Team, a Major from the Army, a Paramedic, the Education Dept. from the Highland Wildlife Park, Fire officers ...

-A bank of volunteers from the community has been established. The intention is to build on this further. To date, 2 retired teachers, 2 current secondary teachers, a local small business owner, 2 parents, 1 grandparent and 1 retired member of the community who has dyslexia qualifications, support with literacy, numeracy, trips, and outdoor learning.

-Every Wednesday half a class has a whole day out on a hill with Nick Strange. The children build dens, study nature, create art work ... Mr Betts a parent volunteer and also a secondary teacher goes along to support.

-The community has also been heavily involved in literacy challenges ran by the school. Many members of the community have shared pictures of themselves reading in unusual places, they have come into school to read to and with the children, they have shared their favourite books ...

-Children from the school have also visited the Ruthven Bridge works and buried a time capsule, planted flowers in the community with the Community Council and carried out a litter pick.

- ✓ Increased opportunities for learners to engage in outdoor learning has developed a range of new learning and skills.
- ✓ Satisfactory progress made

Next steps:

To continue to work closely with the parents and the community.

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

All the children attended weekly nurture groups which focused on their wellbeing and relationships. These groups have supported their growth and development. The nurture groups have enabled the children to be more ready to learn. Lueven Scale indicates an increase in engagement by all the children. Feedback from the children told us that these groups are some of their favourite aspects of the school week. Further, for 2 of the children, English is an additional language. Their ability to communicate in English has improved significantly. In addition, the children are invited to breakfast club each morning, which also has the nurturing principles at its core.

50% of the children are on target with their reading. This figure will continue to be targeted next session by implementing the Highland Comprehension work. The PSA funded through PEF will provide 1-1 sessions targeting phonics, comprehension and extra reading.

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33% of the children are on target with their writing. To address, these figures, Kingussie Primary adopted PM Writing in January 2023. Improvements within writing are evident but it will take at least another year for the impact on attainment to be apparent.

Wider achievements

Coileanaidhean nas fharsainghe

The P7s organised and ran a weekly Art Club, Chess Club and Drama Club. These clubs were well attended by children across the school.

All children undertook several sessions of outdoor learning. Their final session was a whole day out in their local environment, on a hill. Almost all the children identified this as being one of their favourite aspects of their curriculum.

The P7s undertook 3, full day sessions of skiing, which they all thoroughly enjoyed.

Each class took bi-weekly visits to the local library. This was supported by volunteers.

The children support each other's development of reading by taking part in Paired Reading sessions.

Comments from learners, families, stakeholders and staff

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

ELC Parent Survey – A frequently mentioned comment within the questionnaire was 'Staff know my child as an individual.'

ELC Child questionnaire – The children told us that they enjoy the outdoors. They spend a high percentage of their time at the ELC outdoors.

Parents are happier with communication and welcome opportunities to support the school.

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	Satisfactory	Choose an item.
QI 3.1 Wellbeing, equality and inclusion	Satisfactory	Satisfactory	Choose an item.
QI 3.2 Raising attainment and achievement/Securing children's progress	Satisfactory	Satisfactory	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

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Prìomhachasan airson planadh airson leasachadh

- Improvement Priority 1: A whole school approach to literacy
- Improvement Priority 2: Moderation

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](#) or by contacting the school office.

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