

2022/23



Kinmylies Primary School and ELC
HIGHLAND COUNCIL | ASSYNT ROAD INVERNESS IV3 8PB

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

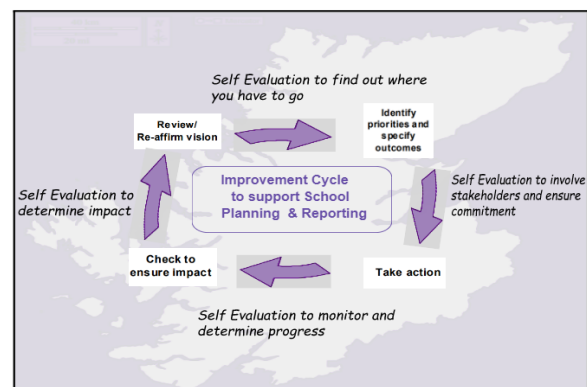
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Faye Lingard
Head Teacher
Kinmylies Primary School and ELC

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 92.3%	Average Class Size 25.8	Meeting PE Target Target Met
Pupil Numbers 319(+64 ELC)=383	Teacher Numbers 16	Pupil Teacher Ratio 19.8

N3 7.5%	N4 10.6%	P1 11.1%	P2 11.1%	P3 11.9%	P4 15%	P5 10.8%	P6 9.6%	P7 12.2: %
SIMD Q1¹ 40-50%	SIMD Q2 30-40%	SIMD Q3 10-20%	SIMD Q4 0-10%	SIMD Q5 0-10%	Unknown 0-10%			
ASN² 12%	No ASN 88%	FSM³ 20%	No FSM 80%	EAL⁴ 13%	No EAL 87%			

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

Reading	Writing	Listening and talking	Numeracy
Most	Majority	Almost all	Majority

We have had no exclusions this year.

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

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our values were updated in 2019 and as part of our annual review with pupils, parents, staff and community this year *honest* was added.

In session 22/23 we have worked with pupils, parents staff and community again to update our vision and aims.

Vision

We are inclusive and nurturing with high aspirations for our children, staff and our community.

Values

Ready - Respectful - Safe - Honest

Aims

- *Work together with families and our community to create a safe and nurturing environment where children are ready to learn*
- *Provide aspirational learning and teaching across the curriculum in order that every child reaches their full potential*
- *Establish and maintain positive, respectful relationships where everyone's views are heard and valued*
- *Develop leadership and equip our children and staff with the knowledge, skills and attributes for life and work in an ever- changing world.*

Kinmylies Primary School & Early Learning Centre

OUR VISION
We are inclusive and nurturing with high aspirations for our children, staff and community.

OUR AIMS

- Working together for a safe and nurturing environment.
- Aspirational to reach our full potential.
- Positive relationships our views heard & valued.
- Leadership for all in an ever changing world.

Ready - Respectful - Safe - Honest

Ready, Respectful, Safe and Honest

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 school is in an area of high deprivation. We wish to develop literacy skills from ELC to p7. We want our learners to increase their engagement in reading and reading activities. We want to promote opportunities for families to engage together in reading.

Progress:

- Initial audit of how teachers taught reading showed that there was very little consistency
- Teachers in CfE levels agreed how we teach phonics and reading across all stages and we have produced guides for new staff/ change of stage teachers
Teachers moderate reading within levels termly
- 6 CTs attended Literacy for All Training
- Literacy open afternoon was held in Term3. Teachers demonstrated reading/phonics teaching and shared resources used. This was very well attended by our families.
- We purchased additional resources to engage learners, to improve our reading environments and to promote better parental involvement
- CTs and EYPs were given a budget to resource their reading for pleasure areas

Impact:

- There is a more consistent approach to reading across the CfE stages
- CTs are more confident at using benchmarks to assess ACEL
- All teachers are confident in understanding of comprehension strategies and are using the strategies with learners
- Reading attainment has increased with most pupils achieving CfE levels in P1,P4 & P7 combined
- Parent/Carer evaluations from the open afternoon showed increased confidence in supporting reading at home
- Our pupils are reading for pleasure more often and have extra opportunities to share books together. P1/P7 buddies, P6/ Nursery buddies and classes paired together. One CT led a lunchtime reading club for P4-P7. This was very successful and popular
- 6 CTs are more confident in supporting children with literacy difficulties
- Good progress was made in this area

Next steps:

- All teachers to attend Literacy for All training
- Class Teachers and EYPs to use the new Highland Literacy progression Framework
- Class teachers/ PEF (Pupil Equity Fund) teacher and ASL (Additional Support for Learning) teacher have prioritised reading this session. We now have most pupils working at the expected level for reading. These gains require to be maintained
- Next session we will work on closing the gap between our reading and writing data. We will train half of our teachers in how to explicitly teach writing and compare data with Classes following Talk for Writing

- **Improve our teaching pedagogy so that our pupils are experiencing consistently good learning – this will include additional opportunities for outdoor learning**

School Priority:

ASG Improvement Place Value

Purpose:

Schools across the ASG will have a consistent experience of learning and teaching within place value. This will be supported by an early to third level progression.

Progress:

- **ASG inset organised for September. All staff got together in CfE level groups to share progression planners and discuss opportunities offered for numeracy development in their classes**
- **Some CfE level staff met in their groups to moderate planned pieces of numeracy work linked to identified Es and Os.**
- **Due to external circumstances limited progress was made.**

Impact:

- **Consensus that progression planners were similar across establishments. Google classrooms established to enable staff from across the ASG to share planners/resources in CfE groups.**

Staff had increased confidence of shared standard across the ASG

Limited progress made in this area.

Next steps:

- **Plan for more opportunities for joint working across the ASG, including looking at progression pathways and completed pieces of pupil work.**
- **All schools to use RISE to monitor and support pupil wellbeing.**
- **PE progression pathways to be developed and shared**
- **Health and Wellbeing working group to be established, with members from all ASG schools, to finalise progression pathway**
- **ASG training on The Promise and Inclusion**
- **Moderation of SNSA and SOFA data within schools and across the ASG**
- **Writing rubric to be used to support moderation of writing at all stages across the ASG**

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Progress

Intervention -80%of targeted pupils Is in P4 and P7 will have achieved CfE level in Literacy

88% of targeted P4 pupils (16) achieved First Level in Literacy
86% of targeted P7 pupils ((11) achieved Second level in Literacy

80% of targeted pupils in P2 ,P3, P5 and P6 Will be working at the expected stage in reading

100%of targeted P2 pupils (13) maintained last year's progress and are sure in reading at F*
100% of targeted P3 pupils (9) are now reading at F**

71% of targeted P5 pupils (6) achieved first level in reading
100% of targeted P6 pupils (6) are now working at S** in reading

PEF PSA led Tea and Chat with 28 pupils in P6 and P7s

Pupils were more able to focus on their learning

PEF PSA leading friendship groups with 52 Pupils from P1-P5 term 2. PEF teacher led literacy games with all 20 Pupils were more able to focus on their learning
PEF pupils in P2&P3. This contributed to progress

In literacy and provided additional opportunities for

learning and play across different classes

Wider achievements

Coileanaidhean nas fharsainghe

- Our pupils have a wide range of after school clubs some run by parents, some by school staff and some by Highlife Highland – football, NFL, cross country, athletics, gymnastics, badminton, golf lessons
- All pupils from P1-P7 had the opportunity to attend athletics training and we had two athletics teams competing in The Bailey Cup and South Highland Inter school Sports.
- We also had pupils attending two cross country competitions, an NFL tournament and a rugby tournament
- Pupils organised their own community litter picks and were praised in the community
- School staff are trained to deliver Bike-ability. This year we had a high number of P5s who needed additional input from Sustrans, Learn to Ride before beginning Bike-ability next session
- Every class leads an enterprise for the whole school to participate in. It may be for a charity, for school fundraising or just for fun. This allows every child to develop leadership skills and skills for learning, life and work.

- Parents/carers have been invited into classes to share skills with and to talk about their occupations
- Our senior pupils have excellent links with our local Senior Citizens and join together for bingo, beetle drives and coffee mornings.
- All classes visit our local church to celebrate at various times in the year
- Anne Gunn community worker from the church comes to school and helps teachers deliver aspects of RME
- Our classes have visited various places of interest e.g. Fort George, Culloden Battlefield, UHI, local parks and amenities. P1 and P7 buddies celebrated the end of the year with a joint trip.
- Our P7 pupils experienced a residential trip with a wide variety of outdoor activities
- Our P1-P3 pupils performed a wonderful Nativity show at Charleston Academy for their families
- P7 pupils choreographed and performed a very successful Leavers' Show at the local church for the school and P7 families
- Pupils enjoyed Carol Singing in the town centre
- Our Parent Council organise events for the school, families and wider community. We had a very successful Colour Run and Fete and a Bake Off this year.
- The Parent Council have provided new equipment for our playground eg monkey bars, climbing wall, and trim trail maintenance
- All pupils from nursery to P7 take part in an annual sponsored walk to raise money for school fund.
- We are increasing our pupil voice groups. This year we had our Rights Respecting Schools Group, ECO, Digital Leaders, Bike Crew and Playground leaders. This is to be extended next session to include a Learning Council
- We had Hallowe'en Discos for Nursery – P7 pupils, P6 organised these.
- Pupils have opportunities to enter local competitions. P6 pupil won a Competition with Robertson Homes and Age Concern Scotland.
- We have two members of staff who deliver Forest Schools
- We have a gardening club and a book club at lunchtimes
- Our nursery works with Charleston Academy on the Growing2gether mentoring programme
- In March 23 we were accredited as a Silver Rights Aware School.

Comments from learners, families, stakeholders and staff

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

Kinmylies Primary School



Parent Survey Session - 22/23

Question	SA	A	D	SD	DK
1. My child likes being at this school.	66%	34%	0%	0%	0%
2. Staff treat my child fairly and with respect.	73%	26%	0%	0%	2%
3. I feel that my child is safe at the school.	63%	31%	3%	0%	0%
4. The school helps my child to feel confident.	53%	42%	2%	2%	2%
5. I feel the staff really know my child as an individual.	55%	39%	3%	0%	3%
6. My child finds their learning activities hard enough.	28%	45%	20%	0%	8%
7. My child receives the help he/she needs to do well.	42%	47%	3%	0%	8%

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8. My child is encouraged by the school to be healthy and take regular exercise.	50%	42%	2%	0%	8%
9. The school supports my child's emotional well-being.	54%	34%	0%	2%	8%
10. My child is making good progress at the school.	56%	39%	20%	0%	8%
11. I receive helpful regular feedback about how my child is learning and developing e.g, informal feedback, reports and learning profiles.	39%	47%	8%	3%	2%
12. The information I receive about how my child is doing reaches me at the right time.	39%	48%	11%	2%	0%
13. I understand how my child's progress is assessed.	31%	48%	13%	2%	5%
14. The school gives me advice on how to support my child's learning at home.	39%	50%	10%	2%	0%
15. The school organises activities where my child and I can learn together.	29%	45%	10%	20%	15%
16. The school takes my views into account when making changes.	31%	39%	8%	0%	23%

Additional Comments

Anne Gunn – Kinmylies Church

Kinmylies seems to be a very nurturing school, where different personalities and needs are catered for and pupils are valued as individuals. There is such a friendly, positive atmosphere and a sense of good fun. In classes the children are enthusiastic and ask good questions. They are encouraged to be respectful of others as well as expressing their own views.

After a recent visit of P1 classes to the church, a retired member of the community said, "The children were so polite and well mannered. It was such good fun being with them and it absolutely made my week."

Diana Whitemore director of Growing2gether

" Growing2gether has been privileged to deliver our programme in Kinmylies Primary school for several years now and we are immensely grateful for the generosity, good will and welcoming partnership. By allowing young people to come into their nursery to mentor small children, the staff have been gracious and kind, welcoming the extra pair of hands to the benefit of the small children, as well as giving the young people an experience of having a responsible role to fulfill and contributing to their local community.. This kind of collaboration is a wonderful model of communities working together for the common good. "

Ursula Gebicke – Growing2gether

You have made us so welcome each week and provided the Young People not only with the opportunity to become mentors to the children, but also to build positive relationships with adults - this past term even for 2 groups. We have seen the positive impact this has had on the Young People every week as the program progressed and deeply value the partnership and support we receive from Kinmylies Primary and Nursery.

Ryan Moreton- Ross County Community Coach

The pupils at Kinmylies are very welcoming and friendly. They work well together and look after each other. I have really enjoyed my time and the children were very appreciative.

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Silver Rights Aware report March 20223

Parent *" My daughter is much more aware of things in the world now that she knows her rights.... Asking what she can do to help "*

" The head teacher and RRSA Lead are committed to embedding a sustainable rights based approach. With articles woven through some curriculum plans, values linked to rights and a child friendly school improvement plan (SIP).

RRSA lead "Children are now making links to the articles themselves in lessons"

Grandparent *"I really enjoyed going into the class and showing the children how to knit. They were really interested and very well behaved. I was surprised at how quickly they learned and how much they enjoyed knitting. I would like to help in the school more regularly"*

Recent parent post on social media *" To Mrs Lingard and all the staff at Kinmylies. Before the emotion of the next couple of weeks takes over, I'd like to sincerely and publicly thank everyone for your hard work, support, guidance and determination in shaping my two.....you all gave them the passion to pursue the things they enjoyed and push on through the things they didn't particularly enjoy"*

Parent feedback from Open Afternoon

"I was pleased to see his wellbeing web and that he listens in school and feels respected"

"I was really impressed with all the different ways the children learn and how well behaved they are"

"The classrooms are lovely and it is great to see them learning through play"

Pupil Voice (Digital Leaders) HGIOUR – Theme 3 – Our School and Community

It is nice coming into our school, it feels nice.

Our school values remind us of what is expected and keeps things clear for us too.

Gardening Club is really popular and makes the school grounds tidier.

Our profiles show our families our good work

We celebrate in assemblies- class awards, best cloakroom and things we have done out of school.

Pupil Voice (Playground Friends) – Theme2- Our Learning and Teaching

The teachers ask us what we want to learn about in our topics. We can say what we want to find out.

When we play, we learn to take turns and solve problems.

We can choose how we want to learn sometimes, jotters, whiteboards or chrome books

My teacher tells me that mistakes are good for your learning

Pupil Voice- Rights Respecting Schools Group – Theme 1- our relationships

We have opportunities to take part in social activities and clubs

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We are positive towards each other and cheer each other on

Everyone gets help when they need it

The adults help us to resolve problems and talk things through

We welcome new pupils and look after them really well

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	Good	Satisfactory	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	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 through consistent learning and teaching approaches

Raising Attainment through the Moderation Process across the ASG

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 [link](#) or by contacting the school office

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