

# KILCHUIMEN 3-18

2022/23



## Kilchuimen 3-18

HIGHLAND COUNCIL, STATION ROAD, FORT AUGUSTUS,  
INVERNESS-SHIRE, PH32 4DL, 01320 366296

# 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

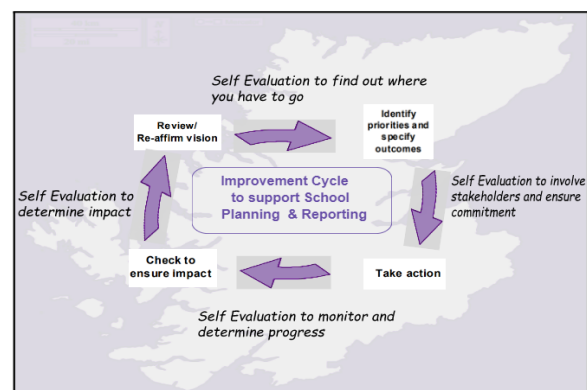
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### 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.

Mairi Sutherland  
Head Teacher  
Kilchuimen 3-18

## School Profile

## Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](https://www.parentzone.scot.nhs.uk/). 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.

### Kilchuimen Primary

<b>Attendance</b> 91.6%	<b>Average Class Size</b> 19	<b>Meeting PE Target</b> Target Met
<b>Pupil Numbers</b> 57 + 6 nursery	<b>Teacher Numbers</b> 3	<b>Pupil Teacher Ratio</b> 19 :1 + 1 DHT

### Nursery

### Primary

<b>N3</b> 50%	<b>N4</b> 50%	<b>P1</b> 14%	<b>P2</b> 17.5%	<b>P3</b> 5%	<b>P4</b> 8%	<b>P5</b> 19%	<b>P6</b> 12%	<b>P7</b> 23%
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<b>SIMD Q1<sup>1</sup></b> 0%	<b>SIMD Q2</b> 0%	<b>SIMD Q3</b> 0%	<b>SIMD Q4</b> 97%	<b>SIMD Q5</b> 0%	<b>Unknown</b> 3%
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<b>ASN<sup>2</sup></b> 35%	<b>No ASN</b> 65%	<b>FSM<sup>3</sup></b> 15.3%	<b>No FSM</b> 84.7%	<b>EAL<sup>4</sup></b> 0%	<b>No EAL</b> 100%
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2021/22 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

<b>Reading</b> 80%	<b>Writing</b> 84%	<b>Listening and talking</b> 100%	<b>Numeracy</b> 88%
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We have had no exclusions this year.

### Kilchuimen Academy

<b>Pupil Numbers</b> 55	<b>Attendance</b> 87.7%	<b>Teacher Numbers</b> 14	<b>Pupil Teacher Ratio</b> 3.9	<b>Meeting PE Target</b> Target Met
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<b>S1</b> 7%	<b>S2</b> 16%	<b>S3</b> 11%	<b>S4</b> 25%	<b>S5</b> 20%	<b>S6</b> 18%
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<b>SIMD Q1</b> 0%	<b>SIMD Q2</b> 0%	<b>SIMD Q3</b> 0%	<b>SIMD Q4</b> 94.55%	<b>SIMD Q5</b> 0%	<b>Unknown</b> 5.45%
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<b>ASN</b> 49%	<b>No ASN</b> 51%	<b>FSM</b> 7.3%	<b>No FSM</b> 92.7%	<b>EAL</b> 5.45%	<b>No EAL</b> 94.55%
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<sup>1</sup> SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

<sup>2</sup> ASN – Additional Support Needs

<sup>3</sup> FSM – Free school meal entitlement

<sup>4</sup> EAL – English as an additional language

## Attainment in literacy and numeracy:

### Broad General Education

2021/22 Proportions of pupils achieving expected Curriculum for Excellence Levels at S3



Kilchuimen 3-18 is situated in a rural location in the centre of the Great Glen equally distanced from Inverness and Fort William. Kilchuimen 3-18 is comprised of Kilchuimen Nursery, Kilchuimen Primary and Kilchuimen Academy.

The management structure consists of a 3-18 Head teacher and two 3-18 Deputy Head Teachers (DHT). One of the DHT's is based in the primary and the other DHT in the academy. The distributed management structure has been extended recently to include a PT ASN across the 3-18 and a PT SFL based in the academy. The substantive DHT academy will return from maternity leave in April 2023. An interim PT SQA post was created in part to cover the maternity and we hope this would be extended to allow sufficient support for our senior phase pupils. The management team have teaching loads ranging from 0.8 to 0.5 FTE, this is not ideal, but our staffing ratio does not allow any further recruitment. We are hopeful that Highland Council will align with other authorities and improve our staffing ratios.

Kilchuimen Academy has 13 main scale teachers, 4 full time, and 9 part time staff including a visiting teacher of ICT from West Highland College (WHC). Partnerships with 'inperson' and 'virtual' providers have allowed our senior pupils to study National 4/5's in Psychology, Foundation Apprenticeship in Software development, Social Service and Health care and Business skills. These additional courses are also being supplemented by Inverness College and the Highland Virtual Academy. In addition, we have 2 visiting music tutors offering strings and brass.

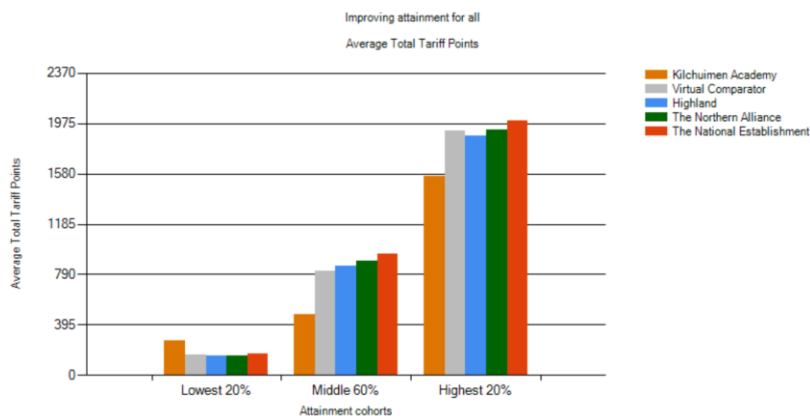
We would hope to develop our staff with a permanent PT to support our attainment, one in primary and one in academy. This would strengthen our ability to raise attainment. We also have an active school's coordinator, Youth development worker and a very valuable Developing Young Workforce co-ordinator working with pupils.

The Primary has a stable staffing with a low turn-over of staff and the Nursery is now fully staffed. This year we have had a maternity cover which has given the chance for a probationer to come and learn with us.

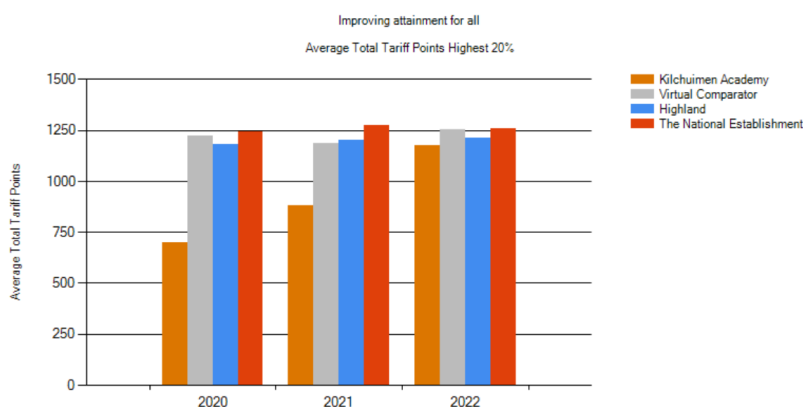
The academy staffing is improving but our staffing ratio makes it impossible to cover all subjects in person so dual qualified staff are highly prized and all staff are encouraged to complete ATQ's if they are able. There have been consistent improvements in developing our staff and a number have been undertaking SQA marking duties and being involved in authority professional learning.

We strive to attract and employ high quality teachers. This session our team has been enhanced with the employment of a full-time Technology and a full-time Biology teacher. The large number of part time staff affects our ability to timetable but we have been able to match columns with West Highland College and Inverness College to offer a further range of choices to our senior phase pupils.

**Senior Phase – S4-6** are timetabled as one class the results reflect the composite S4-6 class.



We are seeing steady improvement in tariff points for the highest performing 20% of student where we can see close match now to our comparators. Some pupils follow a 2-year program as a school we are pupil centred and sensitive to the needs of learners.



We are working to add subjects and options for pupils in the senior phase improving our breadth and depth. We are working hard to promote aspiration in our pupils reflecting in an increase in the number and levels of qualifications offered to meet range of learner needs. Environmental Science, Design and Manufacture and Photography are being offered this year in addition to our core curriculum.

We are focusing on stretching our highest achieving 20% by increasing our opportunities to achieve additional tariff points. We are focussing on wider achievement awards ensuring all pupils supplement their academic awards with participation awards such as National 4/5 Wellbeing, National 5 Volunteering and interest awards such as Duke of Edinburgh, John Muir Award and Conserver Award, Forestry and Outdoor Learning Awards.



As our class sizes are small it is not possible to use insight data, to analyse the year groups. However, the school has a robust Tracking and Monitoring system in place to ensure each child's literacy and numeracy progression, building on our strong transition partnerships. As a school, we continue to take positive action to increase our literacy and numeracy levels with a school-wide focus through our school improvement plan. This includes specific timetabled lessons in S1-S3, involvement in YPI (Youth Philanthropic Initiative) for all pupils in S3, and a work readiness program run through DYW (Developing the Young workforce).

Numeracy is now beginning to see signs of improvement, but it is not yet possible to measure success. The tracking of attainment is comprehensive and leads to interventions targeted to the individual child to ensure that all learners achieve at the highest possible levels. Our Mathematics department works closely with the Support for Learning department and supports learning with 'My Maths' and 'Maths Workout' consolidation programs.

Literacy is starting to align with the expected levels and our expectation is that most pupils in S1 will be attaining level 3, S2 attaining level 4 and S3 attaining level 5, so that pupils have the literacy skills ready for their SQA National 5 courses. ASN pupils will have individual targets to attain reflected in their Child's plans.

### Literacy and Numeracy data from the S4/5/6 group



Attaining literacy is showing consistent levels 4 and 5 across the senior phase and across the years, variation year on year can be affected by small class sizes, usually less than 10 pupils.



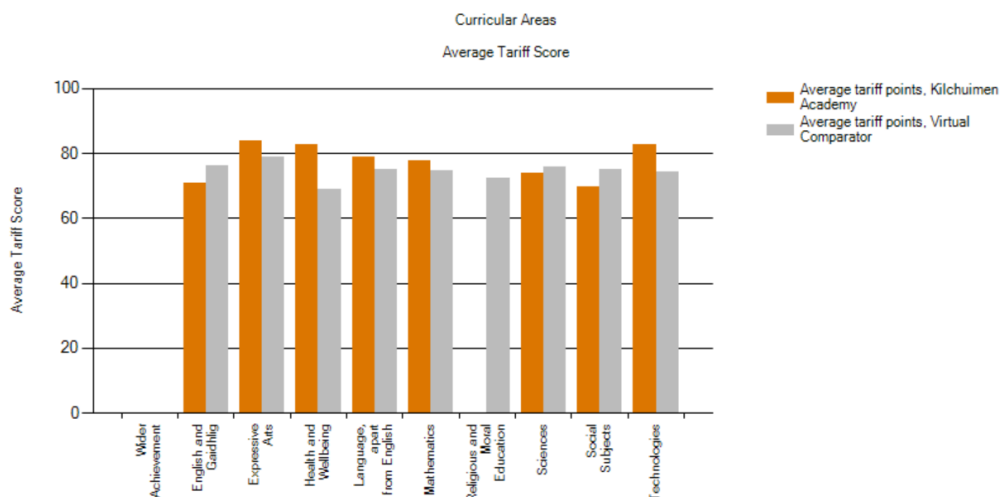
Level 4 in numeracy is comparing favourably in the senior phase and work is underway to improve numeracy at level 5.



## Senior phase S4/5/6 curricular area tariff points

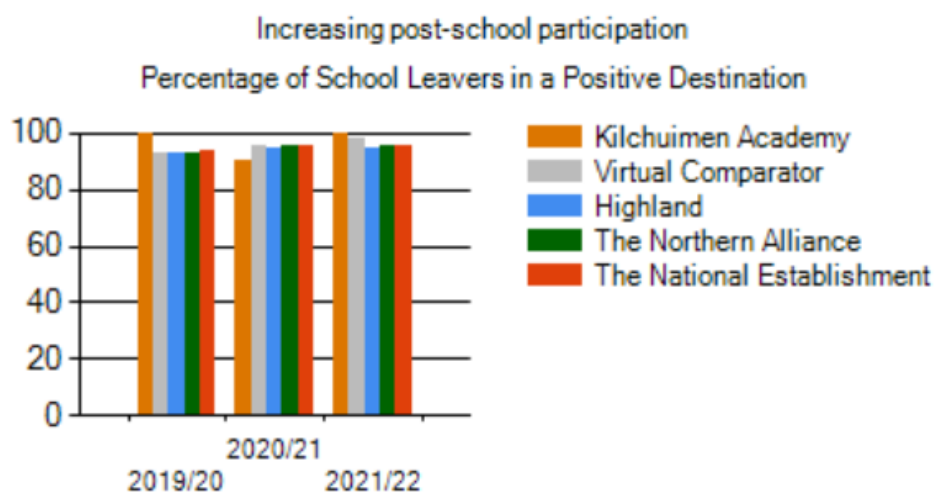
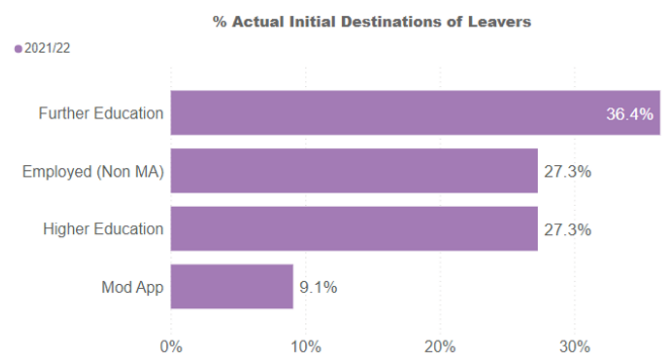
The graph below highlights that across most subject areas Kilchuimen Academy compares favourably with our virtual comparator. However we continue to push each child to their highest level according to their own skills and strengths.

Kilchuimen is working towards capturing wider achievement and at present doesn't offer a Religious and Moral Education (RME) certification



## School Leavers

Kilchuimen has 100% positive leaver destinations. This has been a consistent pattern over the last 5 years and compares very favourably with both the virtual comparator and nationally. We work very closely with SDS (Skills Development Scotland) ensuring that each young person has a positive destination.





## **Cohorts**

Our cohort size does not always allow us to generate valid comparisons as individual pupils have a large effect on the statistics.

The team however are working on making everyone's learner journey as positive as possible. This year will see the start of 'No wrong path' on top of our continued focus on 'My future my Success' and DYW partnerships.

We have had no exclusions this year.

## **School vision, values and aims** **Lèirsinn, luachan agus amasan na sgoile**

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Our values are Aspiration Kindness Respect

Our vision at Kilchuimen 3 -18 is an inclusive and caring learning community which aims to encourage confident, creative, happy and successful individuals. The current 3-18 arrangement has been in place since December 2014. With values of aspiration, kindness and respect, Kilchuimen Academy, Primary and Nursery have a shared commitment to inclusion, tolerance, mutual respect and partnership.

As a 3-18 moving forward, working with all stakeholders, creating a shared 3-18 language and ethos, with which we are all comfortable, to describe how we work with our young people of all ages and what we most value in them and for them. This engagement has been completed, beginning in January 2020. The school pupils, staff, parents, partners and wider community have been fully engaged in setting our vision, values and aims.

A whole school emphasis with CAP staff sessions, assemblies, displays and engagement on SHANARRI has started to encourage our learners to engage with the protective language, trying to ensure we do get it right for every child.

The nursery has continued to excel with play-based learning working closely with other ELC departments to adapt and change to the latest research. Suggestions from the successful inspection have also been implemented and a continued use of loose play items and natural materials incorporated. The Nursery is well developed and attained very good and good grades.

The primary continues to embrace an outdoor learning approach making use of the outdoor classroom. Health and wellbeing continue to be a focus trying to build resilience in pupils and their social relationships and build confidence. Literacy and numeracy continue to be central to all lessons. The work with our partners gives the opportunity to develop life skills and we have a range of enrichment activities which offer an early link to the world or work.

Our Developing the Young workforce provision has given the pupils an extensive range of activities this year in each year group and all year round.

## **Review of progress for session** **Ath-sgrùdadh air adhartas airson an t-seisein**

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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](#).

## Improving Learning, teaching and assessment

**Purpose:** *Improving learning and teaching will improve attainment across Kilchuimen 3-18*

All staff throughout the 3-18 are committed to providing the best learner experience. All staff at all levels within our 3-18 across work together collegiately this ensures we have purposeful lesson built on a shared and continuous curriculum and held up by an extensive transition program which follows pupils from Nursery 3 to Secondary 6.

### How are we doing?

The way we work is collegiate and we share good practice in routine meetings formally and informally. We work as a strong team. The programs we deliver to our learners are shared, reviewed, edited, and updated continuously through our SISE (School Improvement through Self-Evaluation) programme. We work with the shared understanding that children are at the centre of all we do. The learners' best interests are paramount. We work together to overcome barriers to learning in a supportive and caring way. The learners benefit from a coherent curricular plan where their progress is continuously monitored and checked as they progress through classes and transitions in school.

Staff have the opportunity to attend training and work with peers within and out-with school. All staff, even when parttime, moderate their assessment judgements and have networks of supportive colleagues to support with decision making.

### How do we know?

The LT&A action plan is supported by our shared collegiate activities program agreed and underpinned by our WTA. All staff are included and ideas, innovations, outcomes are discussed and shared and held in our school shared drive for reviewing and signposting for new staff. Our use of support lessons, additional targeted teaching time for some pupils, well planned schemes of work and good attainment are reflected the commitment of staff to LT&A.

### Progress:

- ✓ There are signs of improvements in consistency across all areas of the school with a shared L&T policy and understanding which includes a collegiately designed lesson observation form
- ✓ Pupils have input into course design and delivery through google surveys allowing teacher to feedback and make changes using 'you said – together we did'
- ✓ Shared professional learning sessions focussing on good practice are included in the yearly SISE calendar. These are enabling staff to have 'shared' standards.
- ✓ Data from tracking and monitoring is showing an increase in pupils' attainment especially in literacy and numeracy.
- ✓ Through PEF, pupils were identified for extra support in Literacy in P3/4/5, P6/7 and S1-3.

### Impact:

- ✓ Key lesson attributes are being seen in lesson design and lessons are improving consistently in most departments
- ✓ Parental feedback is showing good levels of satisfaction with progress, and this is now beginning to show in increasing
- ✓ Pupils' learner conversations are very positive, as are survey returns
- ✓ Good progress is being made in improving literacy and numeracy outcomes. Staff have identified resources and training to support learning.
- ✓ The pupils receiving extra support through PEF made the following progress: In P3/4/5, 66% of targeted pupils have improved a grade and 25% now on track for ACEL, In P6/7, 50% of targeted pupils have improved a grade and 25% now on track for ACEL. In S1-3, SEEMiS Progress and Achievement shows 43% of target group making progress towards ACEL.

### Next steps:

- Building on feedback from pupils to adapt pedagogy further reflecting the pupils' changing preferences, listening to pupil voice.
- Working with parents as partners in learning continue to monitor impact of improved L&T.

- Learning conversation developed further to include awareness of working level throughout 3-18 and to capture wider achievement
- Focus on good behaviour to support learning across 3-18
- Working to remove barriers to learning

School Priority: 2

## Developing leadership for Positive Outcomes

**Purpose:** *In a small 3-18 all staff, pupils and partners have a vital role in ensuring the best outcomes for pupils.*

How are we doing?

Learners being engaged and fully involved in their own learning and decision making and staff knowing our pupils very well. In a small school where class sizes are small the staff and pupils work very closely together, and relationships are very well developed. This allows us to quickly identify individual needs. The small team that we are, means that most teachers are operating at that age and stage alone and likewise in the Academy as sole teachers. Principal Teachers of ASN and Guidance support the pastoral and ASN needs of pupils, but the teachers support each other in curricular areas. Our distributed leadership structure is supported by each member of the team taking on a wider school role and responsibility for their own professional development.

How do we know?

Teachers has taken on the wider leadership roles including:- taking on the PT post responsible for SQA, supervising roles leading Duke of Edinburgh Award, John Muir, work experience, Right Respecting Schools and Junior Road safety officers. Staff also lead groups with pupil voice and supporting buddies and prefects. This increased leadership actions and willingness to take on wider roles means we can offer a development pathway for each teacher to have a wider distributed leadership role in the school. This also means the pupil shave a wide range of opportunities to develop and build their own leadership skills through activities offered by staff. Staff as sole teachers are also leading on their own teaching but also supporting the school management team throughout the 3-18.

### Progress:

- ✓ More staff have undertaken a wide range of training which has including SQA marking and moderation support.
- ✓ Visits to other schools have taken place to 'look outward'. These visits promote professional learning.
- ✓ Peer team meetings have ensured teachers are up to date and their assessment judgements are moderated
- ✓ Most staff have taken on additional responsibility e.g. trips, groups, activities for pupils.
- ✓ Part-time staff are offering more to school life and adaptation are made to include them fully in school life

### Impact:

- ✓ Staff involvement in SQA marking improves learning and teaching as staff share their knowledge with peers so that improvement understanding of assessment judgements are applied to pupils' work. There is more ensured confidence and rigour.
- ✓ Wider Achievement opportunities for pupils throughout the 3-18 have improved significantly and are ahead of pre-covid levels.
- ✓ Parents and the wider community have been heavily involved with school directly and through the parent council. This has continued to raise the profile of the school and given pupils a comprehensive experience at Kilchuimen
- ✓ Almost all staff have contributed to wider experiences through taking on leadership developing the wider experience of each pupil at all stages.

## Next steps:

Building on our supportive collegiate staff, working collaboratively together, and with parents the pupils should have access to a growing and wide and diverse range of opportunities. These next steps are to continue to build the capacity of staff and encourage formal and informal development through professional learning but also encourage staff to continue to develop their leadership roles at school starting with nursery so that all pupil's learner journey is well supported and each pupils have a tailored experience. These planned activities include development of more play-based learning, 'No wrong path', My future my Success, community-based Gathering project, linked Forest school, Rights respecting schools Bronze award and planned local trips both curricular and wider achievement trips and activities.

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

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Considerable progress is beginning to emerge that our PEF plan is now allowing our pupils identified as qualifying for Pupil Equity Fund improved outcomes, more qualifications and of higher tariff points.

P3/4/5 pupils identified by tracker (Literacy) have a linked PSA who worked with group 2 x 1 hours per week.

P6/7 pupils identified by tracker (Literacy) have a linked PSA worked with group 2 x 1 hours per week in addition specialised resources were brought in to support their learning.

S1-3 additional Literacy lesson weekly with teacher and PSA support. Targeted support in base (PSA). Linked to class work cycle of listening, talking, writing and reading.

Results have now shown that for these pupils: -

- P3/4/5 66% of targeted pupils have improved a grade and 25% now on track for ACEL
- P6/7 50% of targeted pupils have improved a grade and 25% now on track for ACEL.
- S1-3 Literacy SEEMiS Progress and Achievement shows 43% of target group progressing on target towards ACEL.

## Wider achievements

### Coileanaidhean nas fharsainghe

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As a small 3-18 in a rural catchment, we have an increasing number of placing request from our neighbouring schools, 23% this year. These pupils are attracted here as we are able to offer a highly nurturing environment where the class sizes are small, the educational focus is on each individual child's pathways and our pastoral support is quick and responsive.

At present across the 3-18, 65% of our pupils have a recorded ASN need, AAA or some form of social and behavioural support in place for them. We currently have 13% entitled to free school meals.

This year we have offered some after school clubs football and shinty but our main extracurricular activities operate at lunchtime. These clubs include board games, chess, STEM, jewellery making, basketball, cricket and dodgeball. Clubs operate each lunchtime for a term then each term the offer changes. We offer a 'sporting' activity and also a creative activity.

We have "Wider Achievement" trackers which allow us to see, at a glance, who is taking part in these activities. We then evaluate these trackers termly to see if we should offer different types of

activities, so that all children and young people are included. The Pupil Council in the primary and the Pupil Forum in the academy are regularly asked for their ideas and opinions.

## **Comments from learners, families, stakeholders and staff**

### **Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach**

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#### **How does our school help you to feel you belong?**

“It’s very good, people in academy are nice”

#### **How does our school make sure we have regular opportunities to choose how and what we learn?**

“Suggestion boxes and Pupil Survey, Subject surveys”.

#### **Examples of how our school praises good effort and celebrates success?**

- Work displayed around the school
- Awards
- DYW wall photos
- Posts on social media

#### **Our children and young people identified the following strengths for our school this session:**

- Free style writing
- Enjoy Maths
- Teachers are friendly and helpful
- Teachers don’t shout too much
- Nice classrooms
- We get outside a lot
- Adults and children are nice
- We are in a nice spot

#### **Our children and young people identified the following changes they would like to see and the difference these changes could make.**

- More things in the playground so that it isn’t just a flat field, we would enjoy playtime much more.
- We would like it if some children were less disruptive because we would enjoy our class more.
- More plants inside and outside because we would enjoy looking after them and it is good for the environment.

#### **Parental comments include**

- “Great to see the children so confident”
- ... “feeling very comfortable knowing the children are so well encouraged and cared for”

## Capacity for continuous improvement

### Comas airson leasachadh leantainneach

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

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:

The school has directed additional PEF funding towards supporting literacy, numeracy & HWB, with an additional focus on wider achievement. Additional 0.8FTE resource was allocated to continue to support COVID recovery. This has since been removed, adjustments to the timetable have allowed continued provision in the employment of a 0.4 FTE teacher. This has been channelled into resilience building for pupils through guidance support and also including trips to Active Highs for all pupils. This was a residential trip for academy pupils and day activities for primary. Nursery pupils continue to access the outdoor spaces for learning.

As with many small schools, recruitment and retention of staff can be challenging. There are sole teacher departments throughout the academy with no principal teachers in the curriculum, adds stress to the management and continuous improvement of LT&A. The staff mitigate this isolation by operating in faculty groups and through peer support. They also have strong links with their moderation partners across the authority.

Our overall evaluation of our capacity for continuous improvement is that we are confident in our capacity to do this. Our systems and processes for Self-Evaluation were updated this session. All teaching staff took part in making decisions about this and understand that evidence will be found from a variety of sources including lesson observations, attainment meetings and staff and parent surveys.

## Key priorities for improvement planning

### Prìomhachasan airson planadh airson leasachadh

In the coming session 2023/24 the improvement priorities will be aligned with Highland council

Improvement priority 1 – Learning Teaching and Assessment  
 Improvement priority 2 – Tracking, Monitoring and Assessment  
 Improvement priority 3 – Developing leadership

## 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 website or by contacting the school office