

Kyle Primary School and ELC
HIGHLAND COUNCIL | SCHOOL ROAD, KYLE, IV40 8LG

Introduction: Local and National Context

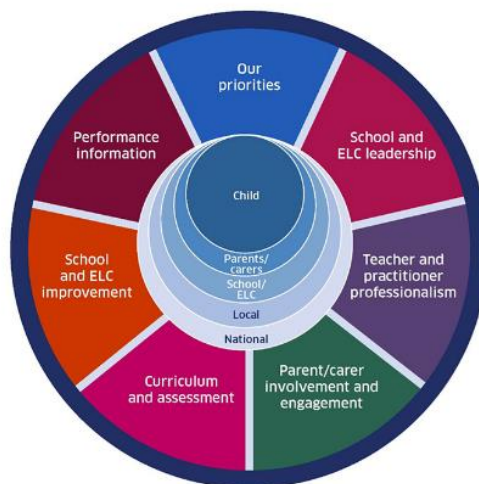
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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.

Jennifer Maclean

Head Teacher

Kyle 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%

Average Class Size
15.5

Meeting PE Target
Target Met

Pupil Numbers
31 (+17 Nursery)

Teacher Numbers
3

Pupil Teacher Ratio
9.8

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

Reading

Majority

Writing

Majority

Listening and talking

Most

Numeracy

Most

We have had no exclusions this year.

Kyle Primary School is located in a rural, coastal setting serving the local communities of Kyle, Badicaul, and Erbusaig. Kyle Primary is part of the Plockton High School Associated School group.

There are 31 children attending the school and 17 children in nursery, ranging from N2 - P7. There are two classes within the school, P1-4 and P5-7. There is a separate nursery serving eligible 2 year olds, 3 year olds and 4 year olds. The nursery currently provides 1140 hours of early learning and childcare.

The headteacher has overall leadership responsibility for Kyle Primary School and Nursery, and Kyleakin Primary School and Nursery. The headteacher is supported by a principal teacher across the school cluster.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall, attainment across the school in literacy and English and numeracy and mathematics is good. The majority of children achieve appropriate CfE levels in literacy and numeracy and, across the school. Most children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Good progress

Writing

Satisfactory progress

Listening and talking

Very good progress

Numeracy

Very good progress

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile



Kyle Primary School and Nursery

"Supporting each other to learn, grow and achieve"

Aims:

- To provide a nurturing, secure and stimulating learning environment in which every child can thrive.
- To provide a broad, balanced, engaging and relevant curriculum that supports the development of knowledge and skills for learning, life, and work.
- To foster a strong sense of community through the application of our values and partnership workings.
- To develop wellbeing, confidence and growth mindset so learners are well prepared for life beyond Kyle Primary School.

TEAMWORK RESILIENCE RESPECT LEARNING KINDNESS

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 Writing**

Purpose:

Our ACEL data indicates there is a need to improve writing attainment across the cluster. Self-evaluation activities indicate that to increase attainment in writing, we need to increase pupil enjoyment and engagement in writing, as well as strengthen teacher and pupil understanding of clear, consistent success criteria.

Progress:

- ✓ Staff have participated in professional development activities focussing on writing pedagogy and Stephen Graham's Explicit Teaching of Writing approaches.
- ✓ Staff have participated in practitioner inquiry activities within their classes to implement Explicit Teaching of Writing approaches.
- ✓ Key resources have been identified and purchased to support the delivery of the programme.

Impact:

- ✓ Improved teacher pedagogy, knowledge and skills in the learning, teaching and assessment of writing.
- ✓ Learners demonstrating improved sentence structure, grammar and length of writing.
- ✓ Learners demonstrating improved understanding of different genres of writing.
- ✓ Good progress is being made in this area. It will continue to be the main area of school improvement focus next session.

Next steps:

- Continue to develop teachers' knowledge, skills and confidence in delivering writing through the Stephen Graham approach through further professional development, practitioner inquiry and learning visits.
- Engage in assessment and moderation of writing activities across the ASG.

Teamwork Resilience Respect Learning Kindness

- Develop a whole school Writing progression that supports the Stephen Graham approach and Highland Literacy progression.

School Priority: Increased Nurture ethos and trauma informed practice (2nd year of project) – Nurturing Schools Accreditation

Purpose: Health and Wellbeing and the development of trauma-informed practice became a significant priority during the pandemic to ensure the best emotional and mental support for our learners and their families. This work has carried on as we work towards the NurtureUK National Nurturing Schools Accreditation

Progress:

- ✓ All staff have undertaken training in Nurture principles and approaches, as well as trauma-informed practice.
- ✓ Learners regularly complete self-evaluation activities based on SHANNARI wellbeing indicators and HGIOurS.
- ✓ Continuing to embed Nurture principles and trauma informed practices across the school; vision, values and aims, curriculum, and school policy

Impact:

- ✓ Well thought out target interventions based on Nurture principles and trauma-informed practices are in place to support mental and emotional wellbeing
- ✓ Learners and staff can confidently identify SHANARRI wellbeing indicators and Nurture Principles within our daily school life.
- ✓ The school works effectively with wider partners such as Ed. Psych, Social work, CAMHS to ensure positive outcomes for all learners.
- ✓ Very good progress is being made in this area with the final submission to NurtureUK due in September 2023.

Next steps:

- Mental and Emotional wellbeing is tracked consistently and effectively across the school
- Completion of NurtureUk Nurturing Schools application

School Priority: Vision, Values and Aims

Purpose: Development of a shared vision, values and aims to ensure the highest possible standards and success for all learners. Work on revising our Vision, Values and Aims started last session

Progress:

- ✓ Learners, parents and staff completed self-evaluation questionnaires identifying “What makes our school unique? What are we good at? What do we need to improve? Where do we want to be? How are we going to get there?”
- ✓ All stakeholders identified key values of the school.
- ✓ Through collaboration with stakeholders vision, values and aims were developed.

Impact:

- ✓ There is a shared understanding of core values across the school and with all stakeholders
- ✓ There is a shared understanding of where we are as a school, where we want to be and how we are going to get there.
- ✓ Good progress has been made in this area.

Next steps:

- Continue to embed vision, values and aims into the daily business of the school to ensure they can be clearly articulated by learners, staff and the wider school community.
- Ensure school vision, values and aims are visible within the school, the four contexts for learning and delivery of learning and teaching.

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

Whole School Approach to Writing following Stephen Graham programme

Progress:

- ✓ All teaching staff trained in Explicit teaching of writing approaches
- ✓ Class writing lessons are following Stephen Graham approach

Impact:

- increased engagement in writing, particularly by reluctant writers
- learners writing demonstrates an increased understanding of sentence structure, grammar and genre
- increased attainment of a level in writing

Continued from 2021-2022 Whole School Nurture Approaches

Progress:

- ✓ Whole School approach to Nurture to support pupils' resilience, emotional and mental wellbeing.

Impact:

- learners supported to spend increased amount of time in class
- learners wellbeing surveys indicated increased resilience and positive attitude towards school

P2 – 7 Focused intervention to support Reading

Progress:

- ✓ Using Lexia Literacy programme to identify and support gaps in reading; decoding & comprehension, and writing

Impact:

- increased use of targeted interventions based on Lexia Literacy assessments

Wider achievements

Coileanaidhean nas fharsainghe

Kyle Primary continues to participate in the Capable Kids Junior Duke programme. This year 22 learners in P1-7 completed the programme and achieved their Junior Duke awards this year.

Kyle Primary participated in a SEALL Arts project with local artist Hannah Myers. Learners had the opportunity to work with textiles and create stop motion animations that were shared with parents and SEALL partners at an Open Afternoon in December.

Kyle Primary pupils are active in their communities and involved in a wide variety of activities including; Lochalsh Junior Pipe Band, Lorayne McLucas Performing Arts Academy, Kinloch Shiel Shinty Academy, Lochalsh Leisure Centre Swimming lessons and Highlife Highland sport activities.

Kyle Primary held it's first annual "Health Week" in June. Learners participated in a wide range of activities focusing on physical and mental wellbeing. Partner agencies provided sessions on sport, circus skills, jewellery making, boxercise, and orienteering.

Comments from learners, families, stakeholders and staff

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

Learners say:

"I think our school is very good at being polite to the staff and other students. Also we are very good at welcoming new pupils and staff."

"I think our school is good at recognising when someone needs help."

"I think our school is good at keeping us healthy."

Parents say:

"The school encourages the children to work well as a team; to include others in games or projects. It provides an extended family outside of the home, where our children are nurtured and introduced to learning."

"My children love school and feel safe, secure and nurtured. I feel that the school nurtures play and kindness to an unbelievable quality. I think the Kyle kids are extraordinary when it comes to friendships and inclusivity."

"School are very approachable, and always listen and take on board my opinions. I think very highly of the staff for always going above and beyond for my child in their care. They know my child and their ways very well. They know if anything is differing or upsetting my child. My child's confidence has rocketed thanks to the school and teachers. My child is very well cared for by all staff."

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	Good	Good	Choose an item.
QI 2.3 Learning, teaching and assessment	Satisfactory	Good	Choose an item.
QI 3.1 Wellbeing, equality and inclusion	Good	Very 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

- 1) Attainment in Writing through the Explicit Teaching of Writing approach (Year 2)
- 2) Raising Attainment in Writing - Moderation and Assessment ASG Project
- 3) Scottish Book Trust Reading Schools Accreditation – Core Level

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 [Kyle Primary School website](#) or by contacting the school office