



Kyleakin Primary School and ELC

HIGHLAND COUNCIL: ACHMORE ROAD, KYLEAKIN, ISLE OF SKYE, IV41 8PJ

Introduction: Local and National Context

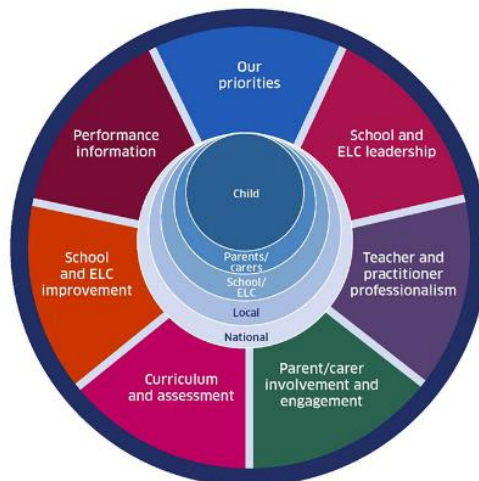
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

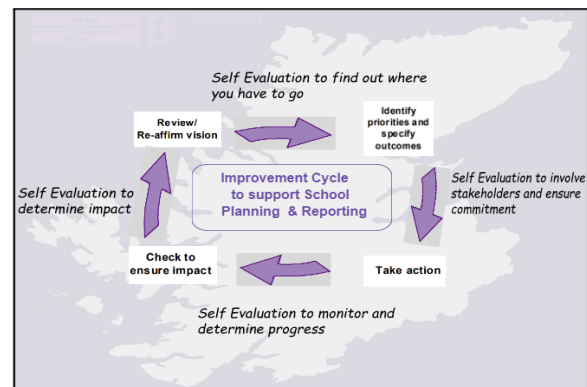
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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 daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Jennifer Maclean

Head Teacher

Kyleakin 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
95.9%

Average Class Size
16.5

Meeting PE Target
Target Met

Pupil Numbers
33

Teacher Numbers
3

Pupil Teacher Ratio
11.4

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

Reading

Less than half

Writing

Less than half

Listening and talking

Less than half

Numeracy

Less than half

We have had no exclusions this year.

Kyleakin Primary School is located in a rural, coastal setting serving the local community of Kyleakin, Kylerhea, and the area between those two villages.

There are 33 children attending the school and 6 children in nursery, ranging from N3 - P7. There are two classes within the school P1-3 and P4-7. The Nursery is housed within the school building and offers early years provision for 3 and 4 year olds.

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 satisfactory. The majority of children achieve appropriate CfE levels in literacy and numeracy and, across the school. Children who face barriers to learning are making progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Good progress

Writing

Satisfactory progress

Listening and talking

Good progress

Numeracy

Good progress

Teamwork Resilience Respect Learning Kindness

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile



Kyleakin Primary School and Nursery

"Building a strong foundation for the future"

Aims:

- To provide a safe, nurturing and stimulating learning environment for everyone to learn and thrive.
- To engage learners in meaningful and creative learning opportunities that develop knowledge and skills for learning, life, and work across all areas of the curriculum.
- To work together with our community to foster wellbeing, confidence, growth mindset and a love for life-long learning so learners are well prepared for life beyond Kyleakin 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 partitioner 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.

Teamwork Resilience Respect Learning Kindness

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

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.

School Priority:**Scottish Book Trust Reading Schools Accreditation**

Purpose: To build on previous good practice started prior to Covid Pandemic. To build a whole school reading culture that increased engagement and enjoyment in reading, positively impacting learners attainment in literacy as well as addressing equity, wellbeing, creativity, empathy and resilience.

Progress:

- ✓ Learners developed a "Reading Action" group to take initiatives forward in the school. Group included a parent volunteer.

Impact:

- ✓ There is a positive reading culture across the school with learners reporting more enjoyment and engagement in reading.

- ✓ Created reading areas and displays within the school, including access to a wide range of high quality reading material which encompasses a wide range of genre.
- ✓ School has provided increased opportunities for reading for enjoyment, families reading together, book studies linking to interdisciplinary learning and assemblies.
- ✓ There are established routines for reading in every class, such as ERIC time, reading buddies, and Booky breakfasts, resulting in an increase of time spent reading.
- ✓ The school has designated areas for reading, including a school library.
- ✓ Very good progress has been made in this area with the school achieving its Core Level Reading Schools accreditation in May.

Next steps:

- Providing opportunities to broaden learners' experiences in reading, including author visits, visits to libraries, etc.
- Further develop opportunities for collaboration with other schools and partner agencies.

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

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

Kyleakin Primary is the first Highland School to achieve the Scottish Book Trust Reading Schools accreditation at Core Level.

Kyleakin Primary were the Overall winners in the Lord Lieutenant's Coronation Art Competition held in May 2023 to mark the coronation of King Charles III. Primary 4 placed first overall, with the P1-3 class and Primary 6-7 class also winning in their categories.

Kyleakin Nursery was inspected by the Care Inspectorate in December 2022. An overall grading of Very Good was awarded with a grading of Very Good in all categories; how good is our care, play and learning, how good is our setting, how good is our leadership, and how good is our staff team.

Kyleakin Primary continues to participate in the Capable Kids Junior Duke programme. This year 12 pupils completed the programme and achieved their Junior Duke awards.

Comments from learners, families, stakeholders and staff

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

Parents say:

"We think Kyleakin Primary is a fab "wee" school. Our children are happy & thriving there. Your recent "Reading Schools" accolade is also some thing to be very proud of."

"Our child has had an amazing first year at school, he is happy and thriving thanks to the caring, supportive and encouraging staff and environment within the school. It's wonderful to see! He's proud as punch to be a part of the Kyleakin Primary School family!"

"I'm very happy with Kyleakin Primary School. I've always been happy to send off of my children knowing they are going to a safe, caring environment to learn social and educational skills."

Learners say:

"Our teachers keep us motivated and notice when we try really hard."

"I think our school is really good and being kind and welcoming people."

"I think our school is good at giving us a big range of things we can do."

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 | Very good | Good | Choose an item. |
| QI 2.3 Learning, teaching and assessment | Very good | Good | Choose an item. |
| QI 3.1 Wellbeing, equality and inclusion | Very good | Very good | Choose an item. |
| QI 3.2 Raising attainment and achievement/Securing children's progress | Very good | 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

Prìomhachasan airson planadh airson leasachadh

Teamwork Resilience Respect Learning Kindness

Raising Attainment in Writing through the Explicit Teaching of Writing approach (Year 2)

Raising Attainment in Writing - Moderation and Assessment ASG Project

Scottish Book Trust – Reading Schools Silver Accreditation

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