



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Kilchoan Primary School



Perseverance Endeavour Enjoyment Confidence Kindness

Introduction: Local and National Context

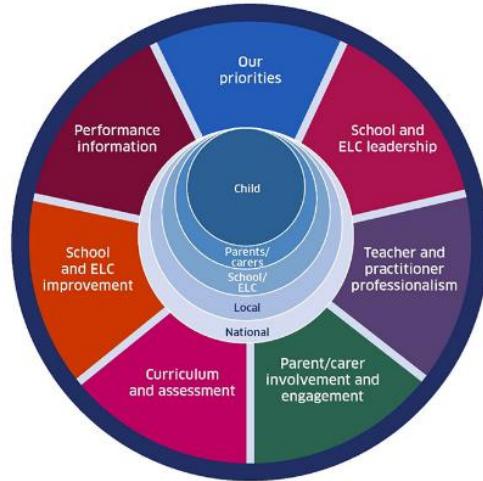
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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%	Over 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2024-25. This report 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 what we do. 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

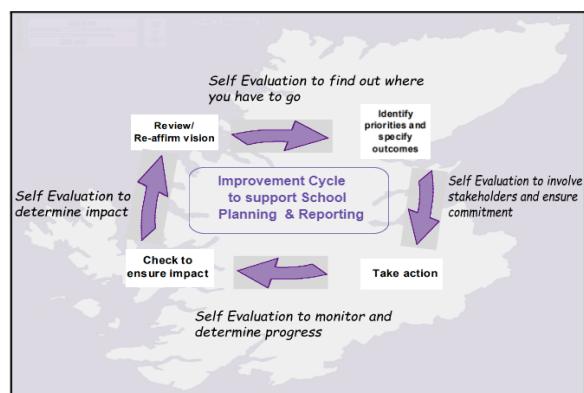
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Lyndsay Bradley
Headteacher
Kilchoan Primary

School Profile

Pròfil 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% 89.4	Average Class Size 13	Meeting PE Target Target Met
Pupil Numbers (inc nursery) 13 (+5 nursery)	Teacher Numbers 1.2	Pupil Teacher Ratio 13

2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	All	All

Kilchoan Primary School accommodates pupils from the western most point of Ardnamurchan, to the Glenmore Burn in the east.

The school building is located at the eastern side of the village of Kilchoan. In 1968 a timber-built extension was added to enable the roll to be accommodated in two separate classes, with the inclusion of indoor toilet facilities. The Nursery takes place in the old building and Primary 1-7 are taught in the one classroom in the extension. Our Nursery has just had a kitchen refit and extension which includes their own toilet and office area. We are scheduled to have a refreshed extension building completed for the start of session 26-27.

The headteacher is a cluster head for Kilchoan Primary School and Bun-sgoil Àth-Tharracail - Acharacle Primary School. The staff and pupils work together as often as possible.

There are 13 children attending the school and 5 children in the nursery (1 non-funded). P1-7 are taught in one class which has a full time Principal Teacher.

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. Most children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. All children who face barriers to learning are making good progress towards meeting their individual targets.

The nursery received a very positive inspection from the Care Inspectorate with all grades at Very Good.

Overall children are making the following progress:

Reading	Writing	Listening and talking	Numeracy
Good progress	Good progress	Very good progress	Good progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Motivated Pupils	Enabled Staff	Involved Parents
Perseverance	Endeavour	Enjoyment
	Confidence	Kindness

Our aims: (Currently under review to incorporate UNCRC Rights of the Child)

- Kilchoan will be a safe school where we can grow and learn because we feel wanted, encouraged and excited about learning.
- We have a say in the school – our opinions are listened to.
- Learners will be confident and ask lots of questions.
- Learners will manage their feelings, be fit and get on well with every kind of person. This will help them enjoy life and reach their goals.
- Parents/carers and staff will work closely together to help children learn.
- We will work well with local groups because we can learn so much from our community.
- We will all value differences in people in our community and our world and show respect for each other.
- Everybody will succeed in their learning and will CELEBRATE achievement.
- We will respect the buildings and belongings of our school and community and take care of our changing world.
- We will keep learning and keep getting better so our learning/school is the best it can be.

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:

Assessment and Moderation – Moderation Collaborative

Purpose:

To deliver a purposeful and useful moderation experience within the Ardnamurchan ASG

This project has been developed to continue and broaden our ongoing improvement in assessment and moderation. Work within the ASG for our English Medium staff and the development of a West Gaelic Medium collaborative to ensure comparable standards and improved teacher skills and confidence.

Progress:

Content:

- ✓ Staff are using the tools to support moderation and inform learning and teaching
- ✓ Staff analyse data to plan interventions required for pupils
- ✓ Staff show increased confidence in making accurate ACEL judgements

Impact:

- ✓ Professional dialogue with colleagues in these wider groups has allowed for increased accuracy in professional judgements
- ✓ Very good progress has been made in both groups and will allow this process to continue smoothly going forward ensuring shared standards across the schools

Next steps:

Moderation will be an ongoing focus and will incorporate EM classes from outwith our ASG. Highland Council are currently working on a new Raising Attainment Strategy which will include planned and purposeful moderation.

School Priority:

Take forward a systematic and progressive approach to developing meta-skills as an integral part of the curriculum.

Purpose:

To further develop our pupils' ability to recognise, understand, articulate, and record their skills development

Progress:

Content:

- ✓ Pupils are able to demonstrate increased ability to reflect on their skills development
- ✓ Improved tracking of skills development
- ✓ Increased visibility and understanding of meta-skills across the school community

Impact:

- ✓ Progress is tracked through meta-skills progression framework and learning journals
- ✓ Meta-skills are now included in medium term planning and in the revised HWB progressions
- ✓ Meta skills focus at both open sessions for parents and in weekly take home emails has allowed the language to be shared and used at home
- ✓ Very good progress has been made in ensuring meta skills are becoming fully embedded in our curriculum

Next steps:

Continue to ensure meta skills learning is included throughout all curricular planning and continue to share this learning with parents/carers

School Priority:

Refresh of our Health and Wellbeing Curriculum

Purpose:

We have identified the need to ensure elements of our wider curriculum are more cohesive within Health and Wellbeing (HWB). We will ensure that we more effectively link our work on Rights Respecting Schools, SHANARRI Wellbeing Indicators, Getting it Right for Every Child (GIRFEC) and the updated Relationships, Sexual Health and Parenting (RSHP) guidance within our ELC-P7 HWB planning.

Progress:**Impact:**

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Content:

- ✓ Improved planning across the Health and Wellbeing Curriculum
- ✓ Improved understanding of links between all aspects of HWB curriculum and wider rights and wellbeing priorities
- ✓ Parents fully aware of HWB curriculum and have had the opportunity to engage

- ✓ Draft progression documents in place for First and Second level and are being trialled by staff
- ✓ Staff are ensuring all aspects of wider wellbeing and rights agenda are being linked in teaching and learning
- ✓ Very good progress has been made and work will be ongoing.

Next steps:

Complete work on Early Level progression and continue to review drafts and edit as required

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

Not applicable

Wider achievements Coileanaidhean nas fharsainge

- Children participate very well in rich opportunities for achievements. These are celebrated using a range of approaches within the school, and with external recognition
- The headteacher tracks opportunities beyond the school and this shows a high level of participation from almost all pupils
- Children engage very well with learning through sports and in the outdoors, while supporting their wellbeing. This develops their attachment to their local environment.
- Children take care of their environment through opportunities such as the Eco-Committee. Their activities are customised to their local area
- Children learn about the history and traditions of the area through meaningful use of traditional music, local stories and visits, Gaelic songs and culture. This also develops their local dialect and vocabulary.
- Pupils are learning musical instruments through visiting tutors
- Children are beginning to connect opportunities to skills.
- Children have participated in a range of charity fundraising

Comments from learners, families, stakeholders and staff Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

Things that have been good about school / learning this year – summary of pupil, parent and staff voice:

- COOL time / opportunities for independent learning and to 'truly express their creativity'
- Reading for pleasure
- Opportunities for independent writing / free writing

- Focus on writing fantastic sentences, which they could then use in their writing
- Opportunities to edit writing (particularly cutting it up and rearranging for poetry writing)
- Wraparound spelling process
- Morphology – researching word origins, expanding vocabulary
- More challenge in maths, particularly looking at algebra with the older ones
- CPA approach in maths, particularly the range of concrete materials available at all times to support learning
- I think the kids have all had a great year and really enjoyed the different projects, particularly Shackleton and the opportunity to choose their own learning, which led to them getting so much out of the Dundee trip. It would be great for them to have opportunities like this again next year, and of course, it will be fantastic when they have a new school building to be in.

Focus for next year – summary of staff and pupil voice:

- More writing
- More algebra
- More focus on reading – continuing with reading for pleasure but more structure to Guided Reading sessions
- More coding
- More Gaelic – particularly to stretch the older ones

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

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

School improvement targets for next session will be confirmed following publication of the Council's strategy for raising attainment. We will however be engaging in a project to develop writing and attainment in literacy across the school.

Planning ahead **A' planadh air adhart**

Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on Parent Facebook Group
<https://www.facebook.com/groups/282381823147103> or by contacting the school office.