



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Kiltearn Primary School and ELC



TEAMWORK RESPECT AMBITION 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.

Marianne Gow
Head Teacher
Kiltearn Primary and ELC

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.

Attendance
92.2%

Average Class Size
22.8

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
114 (+20 nursery)

Teacher Numbers
6

Pupil Teacher Ratio
19.3

N4
35%

N5
65%

P1
16.7%

P2
12.3%

P3
14%

P4
14%

P5
14%

P6
16.7%

P7
12.3%

SIMD Q1¹
0-10%

SIMD Q2
0-10%

SIMD Q2
0-10%

SIMD Q3
60-70%

SIMD Q4
30-40%

Unknown
0-10%

ASN²
39%

No ASN
61%

FSM³
16%

No FSM
84%

EAL⁴
2.7%

No EAL
97.3%

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

Reading

Majority

Writing

Majority

**Listening and
talking**

Most

Numeracy

Majority

Kiltearn Primary School is a rural school set in a beautiful and unique location on the edge of Evanton. The school overlooks Evanton Woods and is close to the Cromarty Firth. The school is located 4 miles from Alness and works closely with those in the Alness Associated Schools Group.

Within the school there are 6 classrooms, a nurture room, an early learning and childcare setting, a general-purpose hall, a kitchen, a staffroom, cloakrooms and an office. At present our school roll, including our ELC provision, is 134. We currently have 5 classes and a 9am-3pm ELC provision for 3 and 4 year olds. P1-7 are taught in a combination of single and composite classes depending on numbers in each cohort.

The headteacher has overall leadership responsibility for Kiltearn Primary School. The headteacher has a teaching commitment of 2 days per week.

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

Overall, attainment across the school in literacy and English and numeracy and mathematics is satisfactory. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Most children who face barriers to learning are making satisfactory progress towards meeting their individual targets.

Overall children are making the following progress:

Reading	Writing	Listening and talking	Numeracy
Good progress	Satisfactory progress	Good progress	Satisfactory progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

We have worked with our whole school community this year to refresh our purpose, vision, values and aims.



Throughout this session we have continued to embed our school purpose, vision, values and aims into our school ethos.

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:

Curriculum

Purpose:

The curriculum needs to reflect the key messages from *The Refreshed Narrative of CfE* to ensure it is relevant to children and young people in the school community. This work should reinstate the central importance of the four capacities and the knowledge, skills and attributes that our children and young people need. This is work carried over from last session.

Progress:

- ✓ Whole school community consulted on refreshed purpose, vision, values and aims.
- ✓ Pupil Parliament groups established in order to increase pupil participation across the school. Groups include JRSO, Eco, Digital Leaders, Rights Respecting Schools and Health and Wellbeing.
- ✓ Pupil Leadership Team established.
- ✓ Staff training on the Refreshed Narrative of CfE.
- ✓ Whole staff team began developing a curriculum rationale for Kiltarn which includes a focus on community and outdoor learning which is unique to our context.
- ✓ New planning format implemented, including skills progressions pathways, to ensure broad and balanced curriculum. Teachers and pupils also consider how the community can be involved in some areas of the curriculum.
- ✓ All classes have utilised the local community woods for outdoor learning to make the curriculum relevant and engaging. Some classes have had community visitors such as emergency services, safe, strong and free and local architects and engineers.
- ✓ Termly planning and attainment discussions with headteacher.
- ✓ Interdisciplinary learning policy begun with agreed social studies topics for different stages. Pupils have given opinions on topics.

Impact:

- ✓ Children and staff are beginning to know the values and aims of the school. Discussions between staff and children focus on the values of the school.
- ✓ Pupils actively involved in leading change across the school and wider community.
- ✓ Pupils support the headteacher and staff to make decisions about their school.
- ✓ Most staff have greater understanding of the 4 contexts for learning, the four capacities and the importance of developing skills for learning, life and work.
- ✓ Forward plans are beginning to show a broad and balanced curriculum. New approaches to interdisciplinary learning ensure pupil voice.
- ✓ Community partnerships have been strengthened by classroom visits and community engagement.
- ✓ Partners used effectively to enhance the curriculum in both school and ELC.
- ✓ Regular attainment discussions support teachers to make achievement of a level judgements.

Next steps:

- ✓ Finalise curriculum rationale document.
- ✓ Ensure broad and balanced numeracy curriculum throughout the year using knowledge gained from numeracy training.
- ✓ Range of assessments used to inform teacher judgements.
- ✓ Finalise interdisciplinary learning policy with pupils.
- ✓ Improve Technology and Science curriculum coverage.

Raise Attainment in Literacy and Numeracy

Purpose:

Our attainment in literacy and numeracy is below the Highland and national average in some year groups.

Progress:

- ✓ All teachers have completed writing training and now implementing this approach in P2-7. An overview of writing has been agreed.
- ✓ Teachers participated in writing moderation sessions where achieved benchmarks were agreed.
- ✓ Consistent quality assurance procedures carried out by headteacher including jotter sampling, observations of teaching, profile monitoring and environment audit in ELC.
- ✓ All teachers completed numeracy planning and assessment training.
- ✓ Some teachers evaluated the numeracy programmes of work and resources. Agreed numeracy programmes for P1-7.
- ✓ Numeracy overview agreed.
- ✓ Reviewed diagnostic assessments.

Impact:

- ✓ Copy expected outcomes here from SIP.
- ✓ Increased staff confidence in the approach to teach writing.
- ✓ A focus on the *tools for writing* in terms 1 and 2 improved children's attainment in writing.
- ✓ Moderation sessions increased teacher's confidence in assessing the benchmarks at early, first and second levels.
- ✓ Consistent standards of pupil work in jotters across the school.
- ✓ Increased focus on literacy both indoors and outdoors in ELC.
- ✓ Teacher's confidently identified next steps in teaching practice.
- ✓ Consistent planning approaches in numeracy and maths.

Next steps:

- ✓ Early level writing training for ELC and P1 staff.
- ✓ Literacy overview for Kiltarn which details how reading and writing is taught across the school.
- ✓ Embed numeracy and maths overview.
- ✓ Assessment calendar embedded.
- ✓ Headteacher to monitor numeracy and maths teaching approaches across the school to ensure consistency.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

In the 2024-2025 session, we have used Pupil Equity Funding (PEF) to provide extra support in literacy and numeracy through targeted interventions. This was delivered by a class teacher and a pupil support assistant. Through these targeted interventions, the attainment gap between our most disadvantaged children and their peers is closing.

Through targeted interventions, for the children in our target group, their attainment and attendance has increased.

Phonological awareness

P1 pupils have increased their scores by 25%.

P2/3 and P3/4 pupils have increased their scores by 16%.

Writing

P3/4, P5/6 and P6/7 pupils have all increased the number of benchmarks achieved in their writing.

Numeracy

Most pupils in the target group increased their numeracy scores.

Attendance

The pupils in the target group increased their attendance by 5%.

Wider achievements

Coileanaidhean nas fharsainghe

Through working with our partners, our children have had a range of experiences for wider achievements, both as part of the curriculum and extra-curricular activities.

We have:

- ✓ Ensured all children in Primary 1-7 contribute to school improvement through participation in our Pupil Parliament groups. These include JRSO, Eco, Digital Leaders, Health and Wellbeing and Rights Respecting.
- ✓ Worked in partnership with Youth Music Initiative (YMI) to deliver engaging music sessions to Primary 5 and Primary 6.
- ✓ Continued to collaborate with High Life Highland music instructors to deliver clarinet, drumming and violin lessons.
- ✓ Continued to collaborate with High Life Highland rugby coaches to deliver rugby sessions and participate in an inter school rugby festival.
- ✓ Connected with local emergency services to provide information sessions to nursery and P1 classes.
- ✓ Collaborated with parents to provide a first aid workshop for Primary 7s and a lunch time running club.
- ✓ Offered after school art and athletics clubs for P5-7 pupils
- ✓ Competed in a variety of inter-school sports competitions including cross country, athletics, swimming and football.
- ✓ Worked with *Safe, Strong and Free* to provide workshops in ELC and Primary 6.
- ✓ Visited our local community woods throughout the year and worked with Aigas Field Centre to provide outdoor learning opportunities for all classes.
- ✓ Provided a STEM engineer day and entered a national competition.
- ✓ Ensured all classes have been on a class trip to enhance their learning experiences. This has included a week long residential for Primary 7 pupils as well as trips to Farm Ness, a cruise ship, Culloden Battlefield and the museum of childhood.
- ✓ Build leadership capacity within our Primary 6 and Primary 7 pupils by them leading lunch time clubs for younger pupils, including art, dance, chess and Lego.

Comments from learners, families, stakeholders and staff

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

Pupil Voice

How does our school help you feel you belong?

assemblies

same interests
football team
uniform
houses
makong friends
include everyone
house points
dress down days
running club

How could we improve our school building?

new benches
more toys
comfy seats

more chromebooks
gardening stuff
more flowers
new football nets
swings
growing fruit
hot wheels
water dispenser
colourful walls
trampoline
outdoor hot tub
basketball court
new carpets
more play equipment
bouncy balls
outdoor classroom
sharpies for art

What makes a good lesson?

listening

not boring
no tests
kindness

movement breaks
drawing
chromebooks
telling us what is good
everyone confident
choose your partner
outside
no competition
fun
quiet
choose your seat
moving around
online games
hard maths
respect
team games
in the woods
talking

TEAMWORK RESPECT AMBITION KINDNESS

Parent voice is gathered in many ways across the academic session. This year we have given opportunities to feedback at two parent evenings for P1-7 parents, two coffee mornings for ELC parents and parent surveys across the school. This provides us with valuable information for school improvement.

Comments from families

The staff are so positive and have a great energy. They always greet us with a smile every morning and seem so excited to start the day.

The staff know the children really well. They make sure we know everything that they have been involved in throughout the day.

There has been so much parent engagement which I feel has made such a positive impact as we can voice ideas/concerns.

The staff are great and really attentive. My son has absolutely thrived in Kiltarn.

I think the school is welcoming and inclusive.

We are very happy with the learning experiences both our children are getting. They get a huge mix of different activities both academic and social. Thank you to all the staff.

The communication from the school is excellent, we are kept fully informed of everything that is going on through emails, letters, texts, seesaw etc. Really love the format of the new newsletter with photos of what's being going on, colour etc. Thank you for all the effort staff put in so pupils can attend clubs, take part in sports etc. Both our kids get so much from that.

Comments from staff

The staff work so well as a team.

Everyone is friendly and nurturing.

The children are at the forefront of our minds during decision making.

Staff are working collaboratively to improve the curriculum.

Comments from our community partners

I so enjoy working with the children of Kiltarn school. They are extremely polite and respectful.

The school's behaviour on their recent trip to our centre was exemplary.

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

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

We have developed our 2024-2027 improvement plan.

In 2025-2026, we have identified the following areas for improvement:

- Improvement Project 1: Raising Attainment
 - Numeracy approaches, planning and interventions
 - Local authority led improvements
 - Reading approaches, planning and interventions
- Improvement Project 2: Learning, teaching and assessment
 - Formative and summative assessment practices
 - Profiling
 - Digital technology to enhance learning and teaching
 - Questioning, feedback, learning intentions and success criteria

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 by contacting the school office.