



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Kiltearn Primary School and ELC



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%

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%

Average Class Size
21.6

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
113 (+23 nursery)

Teacher Numbers
7

Pupil Teacher Ratio
16.6

N3
7.4%

N4
9.6%

P1
8%

P2
14%

P3
11.8%

P4
10.4%

P5
12.7%

P6
12.7%

P7
14.2%

SIMD Q1¹
0.7%

SIMD Q2
2.2%

SIMD Q3
59%

SIMD Q4
35.2%

SIMD Q5
2.9%

Unknown
0%

ASN²
36.8%

No ASN
63.2%

FSM³
15.4%

No FSM
84.6%

EAL⁴
2.9%

No EAL
97.1%

2025/2026 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading

Writing

**Listening and
talking**

Numeracy

Most

Most

Almost all

Majority

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

We have had no exclusions this year.

Kiltearn Primary School is a rural school set in a beautiful and unique location on the edge of Evanton. The school's position beneath the Fyrish monument is symbolically reflected in the school motto "Climbing Higher Together". We make regular use of the outdoors using Evanton Community Woods and the school 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 136. 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.

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. 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

Good progress

Writing

Satisfactory progress

**Listening and
talking**

Very good progress

Numeracy

Satisfactory progress

TEAMWORK RESPECT AMBITION KINDNESS

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile



Our school values, created collaboratively with the whole school community in 2024–2025, continue to provide a strong and unifying foundation for our ethos and practice. We engage regularly with children, staff, parents and partners to reflect on these values and ensure they remain meaningful, relevant and embedded in the daily life of the school.

TEAMWORK RESPECT AMBITION 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 1: Embed learning, teaching and assessment framework		
School Improvement Plan Priority 1		
Summary of progress	Next steps	Stakeholder Views
Overall, the school has made good progress in embedding high-quality learning, teaching and assessment across the school. Our work this session has strengthened teacher confidence, improved consistency and contributed to better outcomes for learners, demonstrating clear progress towards national and local priorities. Across the school, staff have engaged well with whole-school approaches to effective questioning, learning intentions and success criteria, and the beginnings of a feedback policy. Monitoring and moderation processes have been strengthened through regular learning visits, jotter sampling and the headteacher's consistent use of the learning and teaching framework. Practitioner enquiry has been a key driver of improvement, enabling staff to investigate the impact of their practice and contribute directly to school-wide developments. This has strengthened professional learning, built collective efficacy and ensured that changes are evidence-informed	- Finalise feedback policy - Finalise reading overview - Ensure language used in pupil profiles is more family friendly	During jotter sampling, children reported that they value both written and verbal feedback. They noted that having feedback recorded in writing supports them to remember and act on their next steps more effectively. A nursery parent commented positively on the learning profiles, highlighting how much their child enjoyed sharing their learning at home and how the profiles strengthened family engagement in their child's progress
Impact		
✓ Learning intentions and success criteria used consistently across the school. ✓ Staff are more aware of the impact of timely feedback to pupils. ✓ Children's learning and targets are beginning to be evidenced in pupil profiles. ✓ Learning conversations with children are helping to identify personal targets. ✓ Staff are using more digital technology to enhance teaching and learning practices such as Plickers and Scratch.		

✓ Professional learning has been strengthened through practitioner enquiry and curriculum development time. The school has made progress towards our Reading School accreditation, Rights Respecting Schools accreditation and Eco Schools accreditation. ✓ Moderation practices in reading, writing and numeracy has strengthened teacher's professional judgement on attainment.	
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School Priority 2: Raising attainment in numeracy.		
School Improvement Plan Priority 2		
Summary of progress	Next steps	Stakeholder Views
Overall, the school has made good progress in raising attainment in numeracy, with clear evidence of improvement across our NIF drivers and local priorities. A coherent set of actions has strengthened the consistency and quality of learning, teaching and assessment, leading to improved learner confidence and more secure progress across most stages. Progress has been communicated clearly through regular tracking meetings, analysis of SOFA and NSA data, and ongoing dialogue with staff and families. PEF-funded numeracy interventions have been well-targeted and have contributed to closing identified gaps, ensuring that children requiring additional support are making stronger progress. Our actions have had a positive impact on excellence and equity. Staff are using assessment information more effectively to plan next steps, and targeted supports are increasingly well-matched to need.	✓ Family learning opportunities to support numeracy ✓ Finalise numeracy planning approach ✓ Engage with the national curriculum improvement cycle materials as an ASG	Pupils have commented that the Number Stacks programme helped them understand adding 10s to bigger numbers.
Impact		
✓ 75% of all pupils from P1-7 are on track for numeracy, an increase from 64% in 2025. ✓ Increased numeracy attainment for P1, P4 and P7 combined from 60% in 2025 to 70% in 2026. ✓ Regular assessment practices have supported class teachers judgements during attainment meetings. ✓ The ELC environment audit has enhanced early mathematical experiences. ✓ Increased understanding of dyscalculia and maths anxiety from staff training. ✓ The introduction of the sprinkle-planning approach has supported regular recall and consolidation.		

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

In the 2025-2026 session, we have used Pupil Equity Funding (PEF) to provide extra support in literacy and numeracy through targeted interventions. This was delivered by a pupil support assistant. Through these targeted interventions, the attainment gap between our most disadvantaged children and their peers is closing. We also provided healthy snack options and nurture sessions for some pupils.

Nurture group and healthy snack options:

- ✓ 7 pupils attended the nurture group.
- ✓ 5 out of 7 children reported in their wellbeing questionnaire that they feel included and a sense of belonging.
- ✓ 6 out of 7 said they felt they have friends at school.
- ✓ 40% children surveyed reported that they used the healthy snack box when they have forgotten or don't have a snack. Previously, this would mean all these children would not have morning snack.

Numeracy interventions:

- ✓ 3 out of 6 pupils increased their score by 1 level
- ✓ 3 out of 6 pupils increased their score by 2 levels
- ✓ Participation in the Number Stacks programme provided targeted intervention that strengthened pupils' number sense, fluency with basic facts, and confidence in addition and subtraction strategies.

Reading interventions:

- ✓ Weekly reading fluency speed tests provided structured, low stakes practice that strengthened automatic word recognition, increasing reading stamina, and improving accuracy.
- ✓ By regularly monitoring words per minute and error patterns, pupils gained immediate feedback that built confidence and motivation.
- ✓ 7 pupils increased their ability to read words per minute. This was between 25% and 60% across the range of pupils.
- ✓ Phonological awareness sessions improved confidence in phonics and allowed some children to move onto reading books.

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, Reading Schools and Rights Respecting Schools.
- ✓ Continued to collaborate with High Life Highland music instructors to deliver drumming, violin and chanter lessons.
- ✓ Continued to collaborate with High Life Highland rugby coaches to deliver rugby sessions and participate in an inter school rugby festival.
- ✓ Collaborated with parents to provide a lunch time running club.
- ✓ Offered after school art, football, badminton and athletics clubs for P5-7 pupils.
- ✓ Competed in a variety of inter-school sports competitions including cross country, athletics, swimming and football.
- ✓ Visited our local community woods throughout the year and worked with Aigas Field Centre to provide outdoor learning opportunities for all classes.
- ✓ Collaborated with University of Highlands and Islands to deliver STEM workshops to ELC, P1 and P7.
- ✓ 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 Eden Court, Culloden Battlefield, Aigas field centre and Dunrobin castle. The community council also supported the school to organise a whole school trip to Nairn beach.
- ✓ Worked the parent council and community council to provided buses for swimming lessons for P4-7 pupils.
- ✓ Worked with Ross County football club to provide football sessions for P1-3 pupils.
- ✓ Offered leadership opportunities to P7s through House Captain role.
- ✓ Offered leadership opportunities for P1-7 pupils through pupil leadership team roles, playground buddies, shed monitors, canteen helpers and lunch time clubs.
- ✓ P5-7 pupils have participated in winter running series and inter school running competitions. The boys team retained their shiled to win first place.
- ✓ P5-7 girls football team participated in and won an inter schools girls football competition.
- ✓ P5-7 boys participated in various inter schools football competitions.

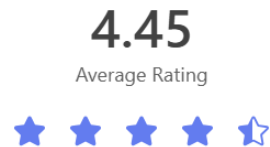
Comments from learners, families, stakeholders and staff

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

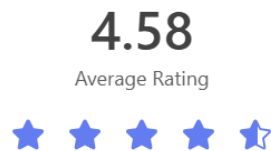
Pupil Voice

We gather the voice of our pupils through pupil groups, surveys and focus groups.

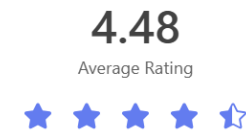
3. I like this school



17. I feel safe in school



18. I belong to this school / I feel important to this school



Pupil comments:

I love the school food, macaroni and hot dog are my favourite. The canteen ladies are really nice too. P3 child.

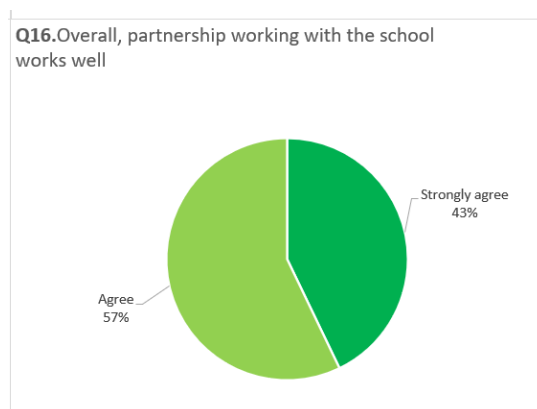
I like it when the teachers give us verbal and written feedback – it helps me remember next time what to work on. P7 child.

My favourite thing to do at school is play with my friends in the big playground. My buddy showed me around the playground when I was new. P1 child.

TEAMWORK RESPECT AMBITION KINDNESS

Partnerships

We value many partnerships within our community including Highlife Highland, UHI, Evanton Community Woods, Parent Council, Evanton Community Council, Ross County football club, Scripture Union and Connecting Carers among them.



Partner comments:

The P5-7 classes that I worked with had a wonderful attitude to problem solving and made some wonderful creations. I love coming to Kiltarn.
UHI STEM co-ordinator.

The children of Kiltarn always give 100% effort and do so well. Highlife Highland Active Schools Co-ordinator.

Parent Voice

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, stay and play sessions for ELC parents and parent surveys across the school. This provides us with valuable information for school improvement.

Results from parent survey Oct 2025

Staff treat my child fairly and with respect: 87% agree

I feel my child is safe at school: 97% agree

The school deal well with any bullying: 68% agree, 27% neutral

I feel staff really know my child as an individual: 87% agree

My child is encouraged by the school to be healthy and take regular exercise:
87% agree

The school supports my child's emotional wellbeing: 79% agree, 18% neutral

TEAMWORK RESPECT AMBITION KINDNESS

Parents comments:

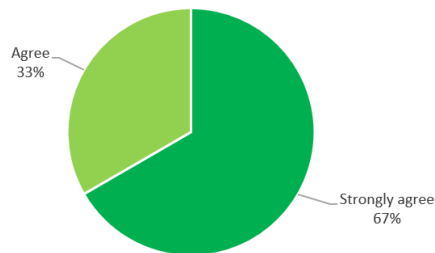
Really happy with everything the school is offering. I feel like staff go above and beyond and our daughter is very happy in school. Thank you very much to the teaching and support staff and to Mrs Gow who has introduced lots of great ideas into the school. Parent survey Oct 25.

*Thank you for giving ***** so many opportunities this year. He really has thrived in your class. Parent report comment sheet June 26.*

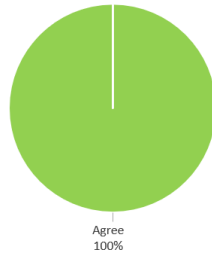
The nursery staff are fantastic with all the kids and I am so grateful for all they do. Parent comment sheet, stay and play May 26.

Staff voice

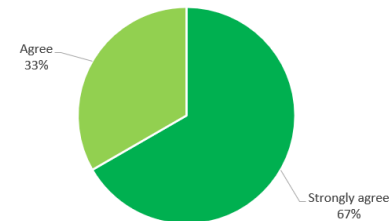
Q15.The school's vision and values underpins my work



Q26.Children and young people are engaged in their learning



Q18.Children and young people are encouraged and supported to treat others with respect



Staff comments:

We work well as a team, especially during busy days or when we are short staffed.

We are really confident in our safeguarding and child protection procedures.

TEAMWORK RESPECT AMBITION KINDNESS

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	Good
QI 2.3 Learning, teaching and assessment	Good	Good
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 completed 2 years of our 3 year improvement plan.

In 2026-2027, we have identified the following areas for improvement:

1. Improvement Project 1: STEM curriculum

- Teacher training
- Increased STEM experiences for our learners with support from partners
- New programmes and devices
- Engagement with national numeracy and maths curriculum improvement cycle

2. Improvement Project 2: Health and wellbeing curriculum

- Quality Physical Education and School Sports Award Gold accreditation
- Equalities and Diversity teaching toolkit
- Rights Respecting Schools embedded
- Physical and mental health, healthy food choices and emotional check ins embedded

3. Improvement Project 3: Leadership at all levels

- Pupil leadership pathway established
- Pupil voice groups reframed
- Staff leadership opportunities

Planning ahead

A' planadh air adhart

Full details of the school's 2026-2027 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://kiltearnprimaryschool.wordpress.com/> or by contacting the school office.