



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Kirkhill Primary 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](#). 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 92.8%			Average Class Size 21.5			Meeting PE Target Target Met		
Pupil Numbers (inc nursery) 131 (+45nursery)			Teacher Numbers 7			Pupil Teacher Ratio 17.7		
N3 XX%	N4 XX%	P1 12.9%	P2 13.5%	P3 13.7%	P4 14.5%	P5 14.9%	P6 15%	P7 15.4%
SIMD Q1 ¹ 0-10%		SIMD Q2 0-10%	SIMD Q2 0-10%		SIMD Q3 70-80%	SIMD Q5 0-10%		Unknown 0-10%
ASN ² 30-40%		No ASN 60-70%	FSM ³ 20-30%		No FSM 70-80%	EAL ⁴ 0-10%		No EAL 90+%

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

Reading	Writing	Listening and talking	Numeracy
Most	Majority	Most	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

Responsibility Open-mindedness Friendship & Kindness Truth & Honesty Respect Perseverance

We have had no exclusions this year.

Kirkhill Primary School and ELC is located in a village setting serving the local community of Kirkhill, Inchmore, Lentrane, Drumchardine, Cabrich, Knockbain, Bunchrew, Clunes and Newtonhill in Inverness-shire.

There are 131 children attending the school and 45 children in nursery, ranging from N3 - P7. Our classes are composite throughout the school and our nursery is a mix of both 3 and 4 year olds.

The headteacher has overall leadership responsibility for Kirkhill Primary School with a 0.2 teaching commitment.

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. 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 good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Very good progress

Writing

Good progress

**Listening and
talking**

Very good progress

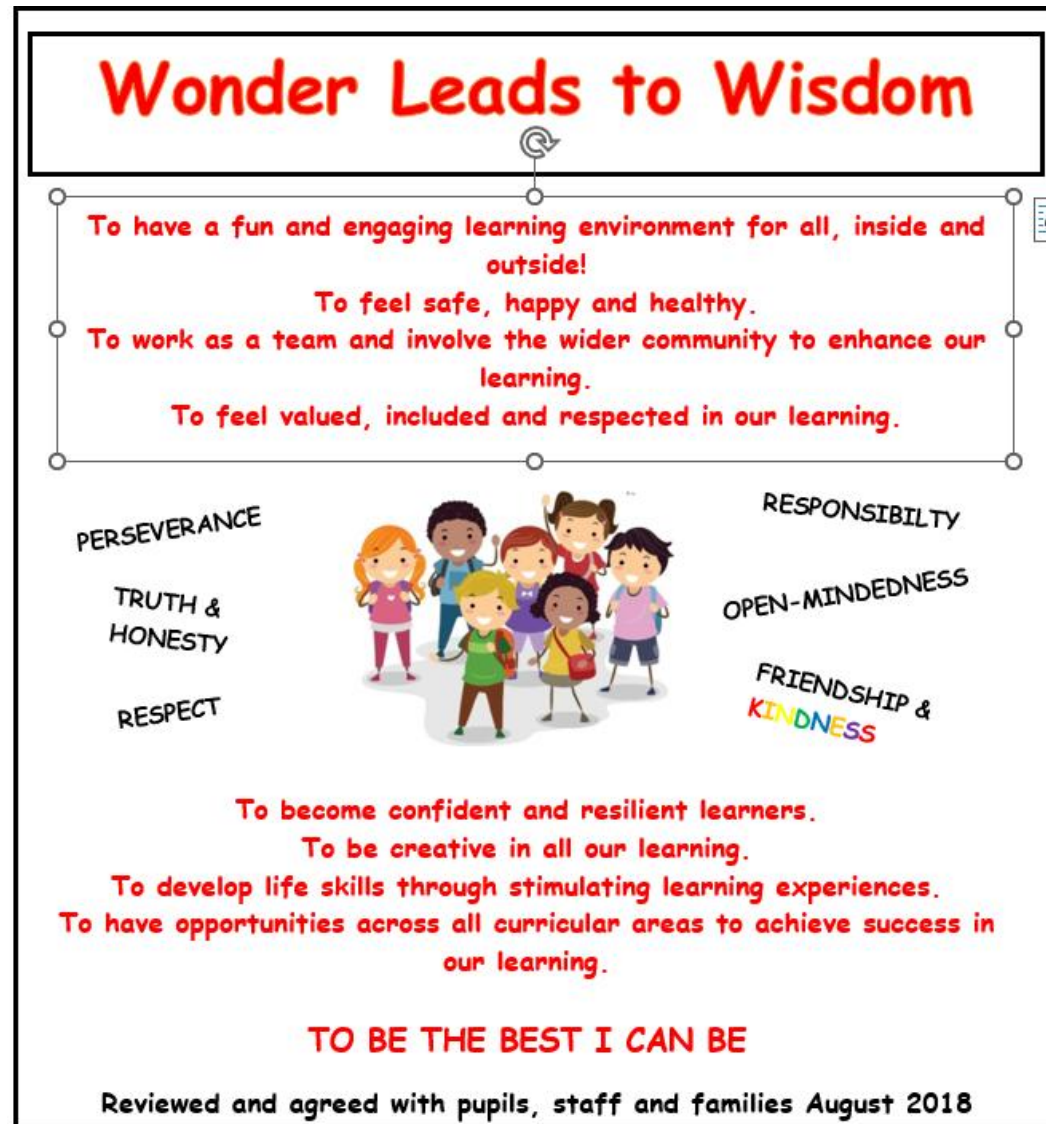
Numeracy

Good progress

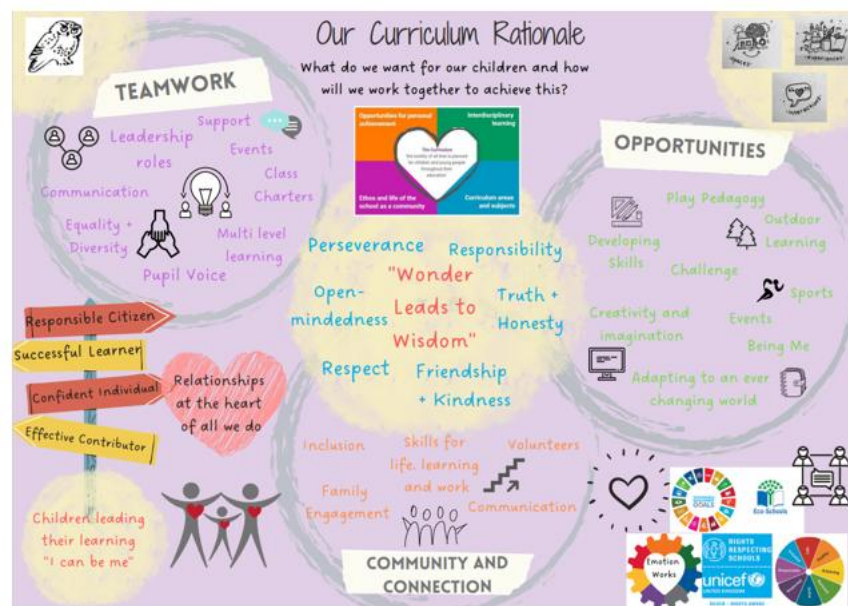
Responsibility Open-mindedness Friendship & Kindness Truth & Honesty Respect Perseverance

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile



Responsibility Open-mindedness Friendship & Kindness Truth & Honesty Respect Perseverance



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: Raising Attainment in Writing	
School Improvement Plan Priority 1	
Summary of progress	Next steps
All Staff attended the first 3 sessions of National Improving Writing Programme. One staff member had already completed this and cascaded information to the others.	- To continue to look at strategies to raise attainment in writing, especially across First level. - A focus on the Tools for writing especially at First level. - To ensure that strategies are consistent and embedded across the school.

Responsibility Open-mindedness Friendship & Kindness Truth & Honesty Respect Perseverance

- We have made good progress in raising attainment in writing at Early and Second level. We have identified the gaps in First Level.
- Learners confidently talk about their next steps and are not only aware of learning intentions and success criteria but use these to improve their writing.
- National Writing Improvement Framework cold tasks were a priority for P3/4 and P4/5. These successfully identified next steps.
- Staff regularly met to share ideas and reflect on what was working well.

- Moderation and peer observation activities to be included in the collegiate calendar, including ASG moderation.
- We will continue to look at the benchmarks and all data when deciding achievement of a level.

Impact

- We are developing a consistent and progressive approach to writing across stages.
- Most learners are using complex sentences and rich vocabulary to convey their ideas and relevant information.
- Teachers are confident in judgement of a level and know how to support all children.
- In Early level 85% of children have achieved, in Second level 80% have achieved.
- We are aware of the gaps in First level and are prioritising these.
- Writing is taught more frequently throughout the week with a focus on rich vocabulary and complex sentences.
- Writing jotters show progression.
- Teachers are more confident in teaching writing and the majority of children are more confident in their own ability.
- Strategies have been identified to support children who struggle with writing or lack confidence in this area.

School Priority 2: Embedding consistent higher- order questioning across all classes

School Improvement Embedding consistent higher-order questioning across all classes

Summary of progress	Next steps
- Teaching staff have read and discussed Power Up Your Pedagogy written by Bruce Roberston. They have reviewed their own practice and other practice through observations. - Staff are consistently using higher-order questions to extend learning. - Many children have become more resilient. Staff have identified children who need support with this and strategies are in place. - In liaison with the ASN teacher, staff are tracking and recording literacy difficulties and interventions. - The Principal Teacher has been working with the Reading Ambassadors to update our reading space and create a culture of reading for pleasure across the school. - All classes are engaging in reading for pleasure. - Staff are modelling reading for pleasure. - A folder to share good practice is on the staff shared drive. - Reading attitude surveys were sent to children, staff and families. - Teachers regularly read class novels with their class. - Book recommendations are shared by the reading ambassadors in the school newsletter. - Reading Assemblies have been held alongside World Book Day. - We have been awarded our Core Reading Schools Status.	- Continue to embed and develop strategies across all stages, ensure new staff are part of this. - Continue to build resilience and problem-solving skills across all stages. - To develop a manageable consistent approach to tracking and recording literacy difficulties and interventions. - Continue to foster a love of reading for pleasure at all stages. - Officially open our new library area. - Work towards the Silver Reading Schools award. - Offer children a lunchtime library group. - To include families and the community in our reading events.

Impact
• Higher order questioning is embedded in classrooms and this is evident in lesson observations. • Overall attainment in Literacy is good, especially at Early and Second level. • Through observation, children are more resilient and able to problem solve. Children are using these skills in other areas. • The school library has been reorganised into categories and colour coded making it more attractive for children and easier for them to navigate. This has resulted in children being excited when using this space. • Texts reflect diversity and include children's rights.

School Priority 3: ELC Attainment, Tracking and Data use - ELC	
School Improvement Plan Priority	
Summary of progress and impact	Next steps
• Staff are using the online numeracy and literacy tracker to identify next steps. • Staff confidently use information from developmental overviews, the tracker, observations etc. to plan next steps. • Families are encouraged to contribute home learning and achievements to the profiles and these achievements are celebrated in ELC. • Thoughts and opinions from families are sought through surveys, questionnaires and informal feedback. • Children are beginning to talk about their progress and next steps. • Good progress has been made in this area and we will continue to embed this next session.	• Continue to use tracker to identify next steps. • Continue to look at the core areas and ensure rich numeracy and literacy experiences. • Use the Curriculum improvement Cycle to foster a gradual change of language e.g. Es and Os changed to know, do, understand model of delivery. • Ensure progression in learning journals is clear. • Encourage families to contribute more to the profiles sharing home learning and achievements. • Continue to use the curriculum benchmarks to extend and track the progress of children who have achieved on the developmental overviews.
Impact	
• Using the literacy and numeracy tracker to identify next steps ensures progression and continuity in learning. We are also able to identify gaps and plan intentionally. • EYPs use data to plan richer learning experiences for the children.	

- Sharing of wider and home achievements has provided us with more knowledge of individual children whilst celebrating their achievements.
- Self-Evaluation and survey feedback has been used to improve our service.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Intervention	Data summary against targets	Impact / progress summary (max 100 words per intervention)	Intervention Resource allocation used (breakdown)
Emerging Literacy – Phonological Awareness P1-3	To increase phonological Awareness screening score	Evidence shows that – P1 85% of P1 have scored 75% or more P2 – Target group of 5 pupils Previously 42% had not achieved Early in writing. While the attainment of these children has increased they still have not achieved Early. P3 – 92% of P3 have achieved 75% and more Evidence shows that these children are making progress albeit slower than expected. Daily support was provided in Terms 1 and 2. Due to staff absence during terms 3 and 4 PSAs were utilised to cover. Due to the emotional needs of some of our younger children PSA time is allocated to support them with regulation as at times they are not yet in a place to learn.	PSA Allocation
Literacy Attainment and Numeracy Attainment p4- P7	Target Pupils	Due to PSA support being needed for emotional regulation it has not been possible for PSAs to spend time with these target pupils.	

Wider achievements

Coileanaidhean nas fharsainghe

We are extremely proud of all of our achievements this session and have seen amazing perseverance in both sporting and academic events. We celebrate our achievements in assemblies, through newsletters and reflect on them in relation to our vision values and aims.

To Infinity and Beyond! – Whole School IDL

This session we worked together as a whole school on a Space IDL. Each class studied a different area and then show cased it as part of an open evening. The children were very proud to show their achievements to their families and friends. They enjoyed seeing the achievements of others. The feedback we received from the families who visited was very positive. We also held a star gazing event in Abriachan Forest which was very popular.



ASG Cross Country

On 19th February we took part in the ASG Cross County Event at Charleston. We were very proud of the children who took part and their efforts. They all showed resilience, determination and good team spirit.

Rotary Quiz

In February our Rotary Quiz Team from Primary 7 went to Charleston Academy to take part in the Rotary Quiz. They competed against many other local schools. Congratulations to our team who qualified through to the next round which took place in May in Forres. Our team worked well together, discussing answers and problem solving. They narrowly missed getting through to the next round. The team were delighted with their efforts as were the staff.



Inter-School Sports and Baillie Cup

We entered teams in both the Inter-School Sports and Baillie Cup. Both events took place at Bught Park in Inverness. We were incredibly proud of our teams. They were dedicated to their training and provided each other with support and encouragement. Congratulations to both teams. There were lots of medals and trophies to be proud of.

Reading Schools Accreditation

This session our Reading Ambassadors have been working towards our Reading Schools Accreditation. The aim of this is to promote reading for pleasure, support equity and wellbeing, ultimately improving attainment. Pupils, staff and families were surveyed for their views and opinions. We took part in Reading Schools Week, World Book Day and held many other whole school events. Our Reading Ambassadors have revamped and reorganised our library ready for its launch next session.

We are delighted to have been awarded our Core Reading Schools Accreditation.



Comments from learners, families, stakeholders and staff

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

During the course of this session we have provided opportunities for feedback from families through open afternoons, family appointments, Google forms, parent council meetings and many other ways. We value the opinions of all stakeholders and seek to use this information to improve our service. Visitors to the school are encouraged to leave their thoughts and opinions on a noticeboard. This information is collated and feedback is shared.

Family voice

Staff are approachable.

Lovely community

Staff make me feel welcome and know my child.

I feel that the staff are very good at keeping parents informed of any issues and I really enjoy the weekly photos on the classroom.

It is always a pleasure coming to Kirkhill. The staff are friendly and welcoming.

I would like to thank the nursery staff for their guidance and support.

The school has a lovely welcoming ethos to it as soon as you walk in the door.

Pupil Voice

We continuously seek feedback and views from our learners. All learners have the opportunity to reflect upon their learning and shape their next steps. Our Pupil Council group have begun to engage with HIGIOURS Themes, reflecting on their views and ideas to make positive changes.

Pupil Voice groups include Pupil Council, House Captains, Reading Ambassadors and Eco groups. These groups help shape our curriculum and values. They contribute to the life and ethos of the school, sharing their plans in assemblies. We aim to refresh our pupil groups next session.

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	Good	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Good
Other QIs reviewed		

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

Overview of school priorities 2026-2027

Establishment Improvement Priorities	Link to National and Local Priorities	Please detail the information / data which has prompted this work
Using the Curriculum Improvement Cycle to reflect and inform the refreshed Vision Values and Aims.	NIF Key Priorities - Placing the human rights and needs of every child and young person at the centre of education. - 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.	• Curriculum has not been fully reviewed since 2017 and requires a refresh, in line with the Curriculum Improvement Cycle. • Self-Evaluation highlighted the need for the curriculum at Kirkhill Primary and ELC to be under pinned by a progressive whole school approach that embeds RRS, sustainability, pupil voice and the Global Goals.
Health and Wellbeing with a Focus on Inclusion across School and ELC.	NIF Key Priorities - 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.	• Increase in ASL needs in school and ELC, including social, emotional and behavioural needs, mean staff need to be up to date with current thinking and policy. • Self-Evaluation highlighted the need for school to ensure practice is in line with the current Highland and Scottish policy on inclusion and behaviour support. • Staff highlighted need for as much support and training as possible to support pupils with emotional and behavioural challenges.
Developing the environment, space, experiences, interactions and staff deployment ensuring data to used to inform next steps and experiences.	NIF Key Priorities -Placing the human rights and needs of every child and young person at the centre of education. -Improvement in attainment, particularly in literacy and numeracy.	• Reflection as a team highlighted the need to embed the consistent approaches to tracking and progression. • Quality assurance visits highlighted the need to further develop our environment. • Reflection by SMT identified the need for leadership roles.

Responsibility Open-mindedness Friendship & Kindness Truth & Honesty Respect Perseverance

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 our website [Kirkhill Primary School](#) or by contacting the school office.