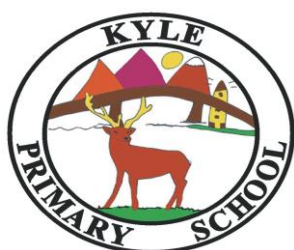




STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

KYLE PRIMARY SCHOOL and ELC



TEAMWORK

RESILIENCE

RESPECT

LEARNING

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?* 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%

TEAMWORK

RESILIENCE

RESPECT

LEARNING

KINDNESS

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.

Jennifer Maclean

Head Teacher

Kyle 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
92.9%

Average Class Size
17.5

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
35 (+13 nursery)

Teacher Numbers
3

Pupil Teacher Ratio
10.7

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

Reading

Most

Writing

Most

**Listening and
talking**

Most

Numeracy

Most

We have had no exclusions this year.

Kyle Primary School is located in a rural, coastal setting serving the local communities of Kyle, Badicaul, and Erbusaig. Kyle Primary is part of the Plockton High School Associated School group.

There are 32 children attending the school and 15 children in nursery, ranging from N2 - P7. There are two classes within the school, P1-4 and P5-7. There is a separate nursery serving eligible 2 year olds, 3 year olds and 4 year olds. The nursery currently provides 1140 hours of early learning and childcare.

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. Staff and children across the cluster work together regularly.

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 very good. Most of children achieve appropriate CfE levels in literacy and numeracy and, across the school. 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

Very good progress

**Listening and
talking**

Very good progress

Numeracy

Very good progress

TEAMWORK

RESILIENCE

RESPECT

LEARNING

KINDNESS

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Kyle Primary Vision, Values and Aims

Kyle Primary School and Nursery

"Supporting each other to learn, grow and achieve"

Aims:

- To provide a nurturing, safe and stimulating learning environment in which every child can thrive.
- To provide a broad, balanced, engaging and relevant curriculum that supports the development of knowledge and skills for learning, life, and work.
- To foster a strong sense of community through the application of our values and partnership workings.
- To develop wellbeing, confidence and growth mindset so learners are well prepared for life beyond Kyle 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 through the Explicit Teaching of Writing (Year 3 – consolidation)

Purpose:

- Identified lower attainment in writing across both schools.
- Consolidation of professional knowledge and skills, and embedding of Stephen Graham's Explicit Teaching of Writing approaches across both schools
- Links to ASG focus on Assessment and Moderation of Writing and raising attainment in writing.
- Evidence of positive impact on learner engagement and attainment in writing during Year 1 and Year 2 of project, one more year of conscious application to effectively embed initiative

Progress:

- ✓ Writing lessons have consistently been delivered using the Explicit Teaching of Writing approach across all classes. Explicit Teaching of Writing approach is embedded into practice.
- ✓ Learners demonstrate progress in writing by applying their learning across the curriculum and in new learning situations.

Impact:

- ✓ Learners are demonstrating thorough understanding of genres of writing, tools for writing, sentence structure and grammar and writing stamina.
- ✓ There is improved attainment in writing across all classes. Most pupils in P1, P4 & P7 are achieving Curriculum for Excellence levels
- ✓ Staff are more confident in their delivery of the Explicit Teaching of Writing approach, as well

TEAMWORK RESILIENCE RESPECT LEARNING KINDNESS

- ✓ There is a shared understanding of genres of writing, learning intentions, success criteria and progression of skills in writing across the school.
- ✓ Staff have participated in assessment and moderation of writing activities across the cluster and ASG.

their skills and knowledge in the learning, teaching and assessment of writing.

✓ Good progress is being made in this area.

Next steps:

- Continue to build a bank of Explicit Teaching of Writing resources and assessment templates to be shared across the school cluster
- Ensure Curriculum Rationale and School handbook reflect updated Explicit Teaching of Writing approach.

School Priority: Assessment and Moderation for Raising Attainment: Links to Year 2 of ASG Moderation Project (consolidating Writing/ exploring Numeracy)

Purpose:

- Authority focus on Assessment and Moderation to improve learner attainment and achievement
- Refresh of the Highland Council Learning, Teaching and Assessment framework
- Continued development of Moderation of Writing as part of an ASG collegiate activities, exploring Numeracy assessment across the ASG
- Parent/carer views indicate that parents/carers would like more information on how their children are assessed and how this is used to support learning
- Direct links to Action Plan 1

Progress:

- ✓ Teachers have engaged in regular moderation activities with colleagues in school and across Plockton ASG. Recent moderation has been focused planning for High Quality Assessments and the levelling of writing, led by two QAMSOs.
- ✓ Teachers are keen to learn from others to ensure they continue to refine and improve their moderation practice.
- ✓ A range of assessment data is used to identify learners' needs and plan learning across the school
- ✓ Schools / clusters evaluated their moderation practices using HC moderation self-evaluation toolkit.

Impact:

- ✓ As a result of all moderation activity to date, teachers have a clearer understanding of national Benchmarks in writing.
- ✓ In addition, children benefit from teachers' increased confidence in making more accurate professional judgements on children's progress within a level.
- ✓ This supports the effective planning of next steps in developing moderation across the ASG and within individual schools / clusters.
- ✓ Termly support and challenge meetings, analysis of NSA/SOFA results and timely targeted interventions demonstrate improved levels of attainment from previous session.
- ✓ Satisfactory progress has been made over-all in this area.

Next steps:

- Increase learners' choice and voice within the feedback and assessment cycle
- ASG to Focus on Moderation of Numeracy and the development of including pupil voice in planning including IDL.
- ASG to develop moderation of High-Quality Assessments across IDL

Purpose:

- Continuation of reading schools accreditation journey
- To build a whole school reading culture that increases engagement and enjoyment in reading, positively impacting learners' attainment in literacy as well as addressing equity, wellbeing, creativity, empathy and resilience
- Ensuring all learners, particularly socioeconomically disadvantaged pupils, have access to quality reading materials and time.

Progress:

- ✓ Learners engage in regular reading for enjoyment opportunities in their classes and around the school.
- ✓ Shared family reading sessions and celebrations have been held to promote reading for enjoyment and reading together.
- ✓ Class libraries, mobile library visits, books as recognition awards and book swaps have been held to ensure all pupils have access to quality reading materials.

Impact:

- ✓ There is an increased awareness and culture of reading for enjoyment across the school and wider school community.
- ✓ All pupils have access to quality reading materials regardless of socioeconomic backgrounds.
- ✓ Due to changing priorities and staffing capacity, we have made little progress towards this project this year. We will not be continuing to pursue Reading Schools accreditation, although we will continue to promote a positive reading culture and ensure all learners have access to quality reading materials.

Next steps:

- Continue to promote a positive culture of reading for enjoyment and wellbeing
- Continue to ensure learners have access to quality reading materials through the use of class libraries, mobile library visits and use of books as achievement prizes.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Progress:

- ✓ Additional Pupil Support Assistant time has been funded to support learners in literacy and numeracy.
- ✓ Literacy resources purchased to support emerging readers and phonics awareness
- ✓ Teaching staff have completed the Explicit Teaching of Writing training sessions
- ✓ New Vision, Values and Aims visuals have been put up in the school hall to make Kyle Primary's Vision, Values and Aims more visual for all

Impact:

- ✓ Learners feel supported and increased sense of achievement through 1:1 support. Improved attainment, achievement and confidence through timely targeted interventions in reading, phonic awareness, handwriting, working memory and speech.
- ✓ Learners are demonstrating thorough understanding of genres of writing, tools for writing, sentence structure and grammar and writing stamina. There is improved attainment in writing across all classes. Most pupils in P1, P4 & P7 are achieving Curriculum for Excellence levels

- ✓ Maths programme updated to support Curriculum for Excellence and use of Benchmarks
- ✓ Resources purchased to support the development of learning through play in Early Years and throughout the school
- ✓ Vision, values and aims are accessible and visible in the school
- ✓ Learners and staff have a clear understanding of what learners are learning and their next steps in Numeracy.

Next steps:

- Continue to embed the Vision, Values and Aims in assemblies, merit awards and Curriculum Rationale.
- Increase engagement and skills development by developing learning through play opportunities across the school, taking into account Meta-Skills development and pupil choice. This will be a school improvement focus next session.

Wider achievements

Coileanaidhean nas fharsainghe

88% of Kyle Primary learners participate in at least one form of extra-curricular activities outwith school. These activities may include: Lochalsh Junior Pipe Band, Lorayne McLucas Performing Arts Academy, Kinloch Shiel Shinty Academy, Feis Music, Kickboxing and Highlife Highland sport activities, Highland Warriors, Zumba, Plockton Drama Club, Art Club, Brownies/Scouts, various musical instrument tuition and Highland dancing.

Kyle Primary continues to participate in the Capable Kids Junior Duke programme designed to develop the skills of independence, self-motivation and life skills, as well as promoting learning together at home. This year 8 pupils in P1-7 completed the programme and achieved their Junior Duke Award.

We had a number of learners become Young Sports Leaders and Dance Leaders this session. Learners participated in leadership training activities organised by Highlife Highland. They then led sports and dance sessions with the school, local football, shinty and badminton clubs as well as at LMPA studios. 7 learners completed their Young Sports Leadership award and 3 pupils completed their Dance Leader award. It is great to see Kyle Primary young people taking on leadership roles within their communities!

We introduced "Kyle Primary Values Awards" at our End of Term Assembly this year. 16 Learners were recognised for their outstanding representation of our core values of TEAMWORK, RESILLIENCE, RESPECT, LEARNING and KINDNESS.

To support transition to Plockton High School, P7 learners had the opportunity to attend a 3 night residential trip to Raasay House. This trip was attended by all P7 learners within the Plockton ASG. Learners participated in a variety of outdoor learning experiences such as; kayaking, rock climbing, abseiling, crating, archery and team problem solving activities. P7 pupils also attended a variety of Sports festivals aimed at supporting positive transition to Plockton High School.

Kyle "Tiddlers" Nursery was inspected by the Care Inspectorate in September 2024. Following a positive and supportive inspection the Nursery was given the gradings of:

How Good Is Our Care, Play and Learning? – GOOD

How Good Is Our Setting? – GOOD

How Good Is Our Leadership? – GOOD

How Good Is Our Staff Team? – VERY GOOD

Comments from learners, families, stakeholders and staff

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

What our Learners say about our School:

"I think our school is good at helping people with learning difficulties and makes sure we can do our work the right way." – Learner, Pupil Survey, June 2025

"I think all the teachers and staff are all really kind and helpful" - Learner, Pupil Survey June 2025

"I think the school is good at giving us lots of different opportunities. We also have lots of visitors coming in,." – Learner, Pupil Survey, June 2025

What our Parents/Carers say about our School:

"I think the school is good at adapting and supporting my child's individual needs. We are very grateful for the support we have received for our child over the last two years. She is safe, comfortable and happy at school." – Parent/Carer, Parental Survey June 2025

"There are many positive aspects to the overall running of the school. So it is actually quite hard to pinpoint just one. It is a lovely, family – oriented environment. The staff are approachable, realistic, understanding, helpful and encouraging." – Parent/Carer, Parental Survey June 2025

"Kyle Primary provides a happy, close-knit, supportive and inclusive environment that emphasises the importance of social skills and emotional wellbeing alongside formal academic work. It is lovely to see the older pupils encourage, nurture and guide the younger ones. The kindness and respect that the children show each other and the parent body is to be commended." – Parent/Carer, Parental Survey June 2025

What our Stakeholders say about our Nursery:

"The staff were caring and nurturing and committed to providing a positive experience for all children. They were warm and friendly in their approach, which promoted a happy and inclusive environment where children could play and have fun. When providing feedback for our survey, families responded very positively about the communication from the service, the approachability and helpful manner of the staff team as well as the quality experiences they felt their children were receiving. Parents commented positively on the staff team and told us: "The staff are welcoming, knowledgeable and friendly and know my child very well.", "We trust them as much with our child as we would family." and "I am very appreciative of the staff involved in the nursery and believe that my child is lucky to be attending this setting. My child is developing into a confident, happy, inquisitive learner and the staff in the nursery are doing a fantastic job of helping to support them.". This supported children and families to feel valued and respected." - Care Inspectorate Report, 26th Sept 2024

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

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

- 1) Improving Learner Engagement, Participation and Attendance through Learning through Play
- 2) Raising Achievement and Attainment; ASG Moderation of High Quality Learning Assessments and Numeracy
- 3) Rights Respecting Schools – Journey from Core to Silver

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 [Kyle Primary School website](#) or by contacting the school office at 01599 534194 or Kyle.Primary@highland.gov.uk