



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

KYLEAKIN PRIMARY SCHOOL and ELC



TEAMWORK

RESILIENCE

RESPECT

LEARNING

KINDNESS

Introduction: Local and National Context

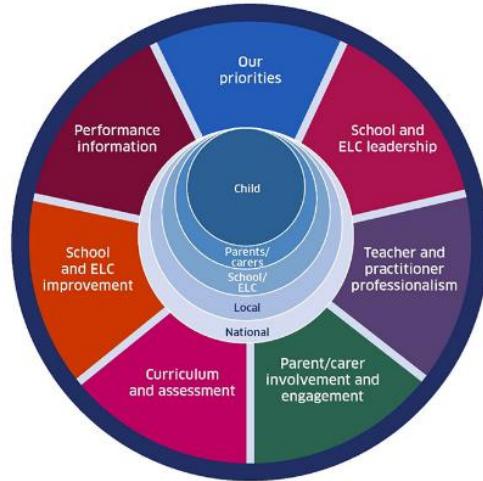
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This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

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%

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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
Kyleakin Primary School and ELC

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 93.1%	Average Class Size 15	Meeting PE Target Target Met
Pupil Numbers (inc nursery) 30 (+12 nursery)	Teacher Numbers 3	Pupil Teacher Ratio 10.3

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

Reading	Writing	Listening and talking	Numeracy
Majority	Most	Almost all	Most

We have had no exclusions this year.

Kyleakin Primary School is located in a rural, coastal setting serving the local community of Kyleakin, Kylerhea, and the area between those two villages.

There are 30 children attending the school and 12 children in nursery, ranging from N3 - P7. There are two classes within the school P1-3 and P4-7. The Nursery is housed within the school building and offers early years provision for 3 and 4 year olds.

The headteacher has overall leadership responsibility for Kyleakin Primary School and Nursery, and Kyle Primary School and Nursery. The headteacher is supported by a principal teacher across the school cluster.

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. Most children achieve appropriate CfE levels in literacy and numeracy and, across the school. Children who face barriers to learning are making some progress towards meeting their individual targets.

Overall children are making the following progress:

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

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Kyleakin Primary Vision, Values and Aims

Kyleakin Primary School and Nursery

"Building a strong foundation for the future"

Aims:

- To provide a safe, nurturing and stimulating learning environment for everyone to learn and thrive.
- To engage learners in meaningful and creative learning opportunities that develop knowledge and skills for learning, life, and work across all areas of the curriculum.
- To work together with our community to foster wellbeing, confidence, growth mindset and a love for life-long learning so learners are well prepared for life beyond Kyleakin Primary School.

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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.
- Consolidation of professional knowledge and skills, and embedding of Stephen Graham's Explicit Teaching of Writing approaches
- 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

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- ✓ 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

School Priority:**Scottish Book Trust – Reading Schools Accreditation: Kyleakin Primary School – Gold Level****Purpose:**

- 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.
- To build on good practice already established when working on Core and Silver Reading Schools accreditation

Progress:

- ✓ A culture and ethos of reading for enjoyment and wellbeing is embedded across the school and wider school community
- ✓ Learners and staff shared their good practice and Reading School journey with other local schools
- ✓ Learners participated in a variety of activities to promote reading for enjoyment within their community, such as; book reviews on Radio Skye, posters & leaflets highlighting good place to read in Kyleakin village

Impact:

- ✓ Increased learner engagement and enjoyment in reading at school and at home.
- ✓ Positive role modelling of reading from Learners and wider community members such as grandparents, local business and services
- ✓ All pupils have access to current, relevant reading materials at home and at school, regardless of socioeconomic background.
- ✓ Very good progress has been made in this area.

Next steps:

- Maintain the good Reading School's practice currently embedded within the school and wider school community

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
- ✓ 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

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
- ✓ Learners and staff have a clear understanding of what learners are learning and their next steps in Numeracy.

Wider achievements

Coileanaidhean nas fharsainge

Kyleakin Primary has achieved the Scottish Book Trust Reading Schools accreditation at Gold Level. As part of the accreditation this year Learners have worked in partnership with Radio Skye to produce a series of Book Review podcasts. They are also created a large map and leaflets promoting good places to sit and read around the village of Kyleakin. A big Community Booky Breakfast was held in April to celebrate the accreditation.

As part of our Reading Schools Gold Accreditation, Kyleakin Primary School took part in the Fonetti Summer Readalong Challenge over the summer holidays and we were Regional Winners for the whole of Scotland. Two learners and a class teacher were invited to attend the Awards Ceremony at the Amazon Headquarters in London. They took the Caledonian Sleeper from Inverness to London, were given a tour of Amazon HQ and got to meet Clare Balding, who presented them with the Fonetti award.

Kyleakin 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 11 pupils in P1-7 completed the programme and achieved their Junior Duke Award.

Pupils in P4-7 continued to develop their coding skills while working along a parent volunteer. This year, learners worked to create an intricate, life-size "Wack a Mole" game, individual Scratch games to help develop budgeting skills and P7s redesigned the school website. One learner placed 2nd overall in the International Scratch programming competition.

Kyleakin Primary learners are active in their communities and involved in a wide range of activities including; Lorayne McLucas Performing Arts Academy, South Skye Shinty Academy, Feis Music, and Highlife Highland sport activities.

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, crate, archery and team problem solving activities. P7 pupils were very involved in fundraising efforts and activities to support the raising of funds for their trip this year.

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 does really well at teaching us in a fun and exciting way." P4-7 pupil, Learner's Survey June 2025

"I think the school is good at making everyone feel welcome and important." P4-7 pupil, Learner's Survey June 2025

"I think the school is good at teaching us basic skills and building a good foundation." P4-7 pupil, Learner's Survey June 2025

"I think our school is really good at reading and writing." P4-7 pupil, Learner's Survey June 2025

What our Parents/Carers say about our school:

"Kyleakin Primary is a great wee school where the kids feel safe, develop their skills and learning and are well looked after by teachers and staff. The school is a real asset to the village." Parent/Carer, Parental Survey June 2025

"I love the way the school is so active and the children get to get involved with lots of experiences." Parent/Carer, Parental Survey June 2025

"The school is good at identifying issues that the children have and bringing them to the attention of the parents. Working alongside the parents to achieve the best solution. One of the advantages of Kyleakin being a small school where the staff really get to know the pupils well." Parent/Carer, Parental Survey June 2025

What Stakeholders say about our school:

"The variety of activities you engage in (for Reading Schools accreditation) are superb. I can't emphasise enough how lovely and brilliant that is. You made reading your evidence so easy, giving me just enough context to know what was going on and highlighted the fun and joy of it with quotes and photos. You make it all look effortless but I know it can't have been, you do too many great things for it to have been effortless. It also comes across that you are having as much fun as the learners doing it. I hope that is accurate because I love that!" Reading Schools Gold Accreditation feedback, April 2025.

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	Satisfactory	Good
QI 3.1 Wellbeing, equality and inclusion	Good	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Satisfactory	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**

- 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 [School Information | Kyleakin Primary](#) or by contacting the school office at 01599 534150 or emailing Kyeakin.Primary@highland.gov.uk