

# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024/25

KILCHUIMEN ACADEMY



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HIGHLAND COUNCIL | STATION ROAD, FORT AUGUSTUS, PH32 4BP

## School Profile

### Pròifil na Sgoile

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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 sources.

Kilchuimen Academy is located in a rural setting serving the local community of Fort Augustus which is at the south-western edge of Loch Ness. We have one associated primary school.

There are currently 43 children and young people on the school roll. The headteacher is supported by a depute headteacher, a principal teacher of guidance and a principal teacher of additional supports needs.

More than 20% of pupils use school transport. Of our current pupils, 43% have recognised additional support needs and 14% are registered for free school meals.

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. Most children who face barriers to learning are making very good progress towards meeting their individual targets.

We have had no exclusions this year.

## Date relating to our context:

Pupil Numbers		Attendance		Teacher Numbers	
42		86.7%		9.82FTE	
S1 13	S2 8	S3 4	S4 8	S5 3	S6 6
SIMD Q1 <10%	SIMD Q2 <10%	SIMD Q2 <10%	SIMD Q3 <10%	SIMD Q5 >90%	Unknown <10%
ASN 50-60%	FSM <10%	EAL <10%	<b>Glossary:</b> FTE – Full Time Equivalent SIMD – Scottish Index of Multiple Deprivation SIMD1 % pupils living in most deprived areas SIMD5 – % pupils living in least deprive areas ASN – Additional Support Needs EAL – percentage of learners whom English is an Additional Language		

## Attainment

### Literacy and Numeracy in S1-S3 – Broad General Education -

2024/2025 Proportion of pupils achieving Curriculum for Excellence Levels by the end of S3

#### Level 3

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Majority	Majority

#### Level 4

Reading	Writing	Listening and talking	Numeracy
Most	Less than half	Few	Majority

## Senior Phase

### Achievement of Leavers in Literacy and Numeracy at Level 4

The attainment of Literacy and Numeracy at Level 4 for all school leavers has continued to improve, with this now being above our Virtual Comparator.

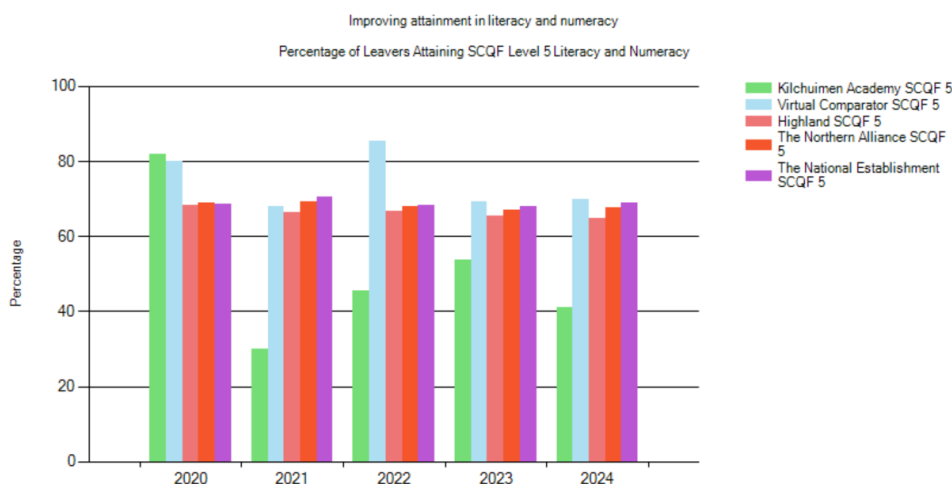
- 100% of our school leavers achieved at least a Level 4 in Literacy, slightly higher than the virtual comparator.
- 94% achieving a Level 4 in Numeracy, matching our virtual comparator.



### Achievement of Leavers in Literacy and Numeracy at Level 5

The attainment of Literacy and Numeracy at Level 5 for all school leavers has dipped this session from the continued improvement over the recent years.

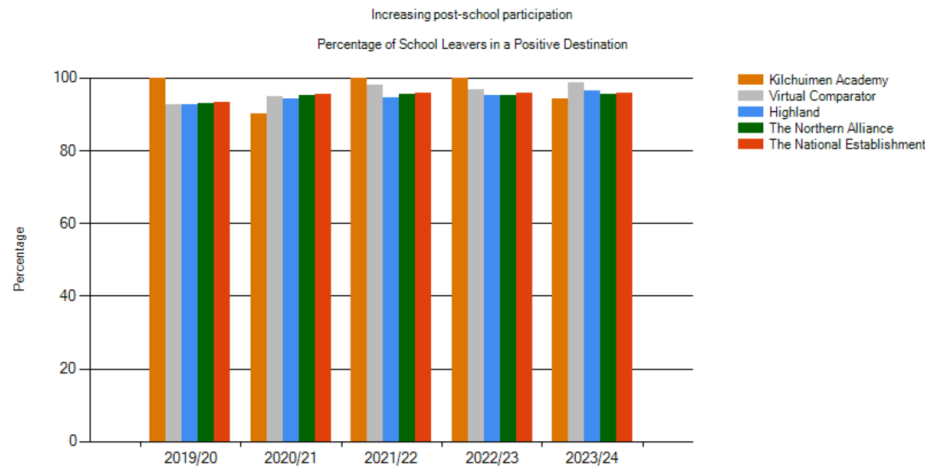
- 76% achieving at least a Level 5 in Literacy, (slightly behind our Virtual Comparator).
- 41% achieving a Level 5 in Numeracy, still behind our virtual comparator.



## Destinations of School Leavers

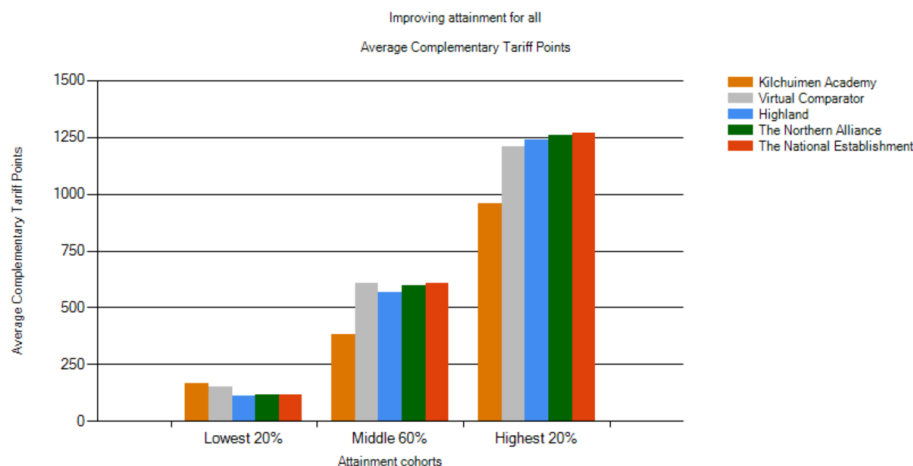
The Positive Destination Data for our school leavers continues to be high with 94% moving onto post school positive destinations. Although this figure is lower than our Virtual Comparator, it includes one pupil who has been confirmed to have gained a positive destination since this data was published.

- 47% went directly to Employment (significantly above our Virtual Comparator)
- 23.5% to Further Education and 23.5% went onto university (both below our Virtual Comparator)



## Cohorts – Attainment for All

Our lowest attaining 20% have been well supported to achieve and have exceeded the expectations for what they could achieve. This is also confirmed by their Complementary Tariff points being higher than our Virtual Comparator. The Middle 20% and Highest 20% Tariff Points continue to lag behind our Virtual Comparator.



In 2024:

33% of S4 pupils achieved 5 or more subjects at Level 5  
 33% of S4 pupils achieved 3 or more subjects at Level 5  
 100% of S4 pupils achieved 1 or more subjects at Level 5

23% of S5 pupils achieved 3 or more subjects at Level 6  
 54% of S5 pupils achieved 1 or more subjects at Level 6

11% of S6 pupils achieved 1 or more subjects at Level 7

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

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#### Vision

At Kilchuimen we are keen to ensure that we have created a progressive curriculum which places our children and young people firmly at the centre of our planning. The curriculum takes account of the breadth and range of the Experiences and Outcomes presented by the Curriculum for Excellence documents.

The school provides a welcoming learning environment where all members of the school community feel valued and are inspired to fulfil their potential.

We ensure that, throughout their time at Kilchuimen Nursery, Primary School and Academy, opportunities are created for the children and young people to develop skills for learning, skills for life and skills for work so that they are well equipped for their future lives.

Our school and nursery aims clearly link with the four capacities of Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens.



## **Values**

The values we promote at Kilchuimen were carefully selected by staff and pupils in February 2020. They are:

**Kindness  
Aspiration  
Respect**

## **Aims**

Our Aims are:

- To create an ethos in which hard work is valued and possible, and where self-respect and respect for others are evident.
- To promote personal achievement and encourage individuals to reach their potential.
- To promote healthy lifestyles and wellbeing.
- To develop self-esteem and confidence through the involvement of children and young people in decision making.
- To ensure equality of opportunity and provision for all pupils and so promote positive attitudes towards fairness.
- To develop awareness of real-life issues and economic development.
- To establish a spirit of partnership through working in collaboration with parents, other education providers and the local community.

## Review of progress of improvement plan projects for session 2024/25

### Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the priorities for Scottish Education based on the National Improvement Framework aimed to deliver excellence and equity. Parent/Carer information is available [here](#).

School Improvement Plan Priority 1 Learning and Teaching Framework	
Summary of impact	Next steps
<ul style="list-style-type: none"><li>A Learning and Teaching Framework to improve the consistency and quality of learning and teaching has been devised.</li><li>Teachers are reflecting on and using the guidance including:<ul style="list-style-type: none"><li>Purpose of a lesson</li><li>Effective questioning</li><li>Plenaries</li></ul></li></ul>	Teachers should now plan lessons ensuring the following features are considered: <ul style="list-style-type: none"><li>Purpose of a lesson</li><li>Effective questioning</li><li>Plenaries</li></ul>

School Improvement Plan Priority 2 3-18 Literacy Policy	
Summary of impact	Next steps
<ul style="list-style-type: none"><li>A 3-18 Literacy Policy has been produced</li><li>All teachers will now have a way to see what expectations at different stages might be</li><li>Teachers can see what pupils might reasonably have previously learned</li><li>Literacy is the responsibility of all, and subject teachers can easily access information to support this</li></ul>	Teachers must now consider and use the policy for lessons and for planning. Planning will include “Literacy for All” as part of the plans or as an additional section.

School Improvement Plan Priority 2 3-18 Numeracy Policy	
Summary of impact	Next steps
<ul style="list-style-type: none"><li>A 3-18 Numeracy Policy has been produced</li><li>All teachers will now have a way to see what expectations at different stages might be</li><li>Teachers can see what pupils might reasonably have previously learned</li><li>Numeracy is the responsibility of all, and subject teachers can easily access information to support this</li></ul>	Teachers must now consider and use the policy for lessons and for planning. Planning will include “Numeracy for All” as part of the plans or as an additional section.

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

100% of our targeted S1-3 Literacy group have improved on Tracking and Monitoring overview by 1 grade (D to C, or C to B).

100% of our targeted S1-3 Numeracy group have improved on Tracking and Monitoring overview by 1 grade (D to C, or C to B).



## Wider achievements

### Coileanaidhean nas fharsainghe

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- 27% of our senior pupils completed work experience programmes.
- Virtually and in person, around 44% of our S5/6s attended UHI courses.
- 7% of our S5/6s participated in Highland Digital School.
- In June/July 2024, five of our pupils spent a week in New York improving their shinty skills.
- One of our musical senior pupils has performed for the Highland Youth Orchestra and, in November 2024, took part in the televised NA Trads awards and presented a section. In June 2025, they will be performing in the Fiddlers Rally in Inverness.
- In May, the S1-3s had a residential trip to PGL Dalguise. They fenced, climbed, canoed, played laser tag, problem solved and challenged themselves.
- All S1-S3 participated in the Mental Health Champions award as part of two Health and Wellbeing Mornings.
- All our senior pupils were invited to undertake NPA L5 Barista award; the coffee throughout the year has been delicious. The pupils also helped deliver various community events held in the school such as MacMillan Coffee Morning, Christmas and VE Day celebrations and various in-school events.
- The DYW co-ordinator for our school completed the maximum number of case studies this year (one per quarter).
- 40% of the senior pupils worked with HLH to achieve leadership awards/hoodies.
- Highlife Highland further supported the school to offer additional rugby coaching for our S1-3 pupils throughout terms 2, 3 & 4. This enabled them to compete as part of the Lochaber Schools Team at Caledonia North Challenger Rugby Series.
- The S1-6 Girls Shinty team competed in the Donella Crawford Trophy.
- In May we celebrated VE Day with an afternoon tea party and music from our talented musicians.
- The S5/6s participated in a 5-day residential Leadership course delivered through The Outward Bound Trust at Loch Eil near Fort William.
- Our senior Tech pupils went on a trip to Copenhagen. Before they went, they had a special fundraiser which included a "Soak the Teacher" stall.
- One of our senior pupils successfully applied for a place on a Chinese immersion visit to China in July 2025.
- Continuing to work towards our Silver accreditation as a Rights Respecting School.
- The Alternative Exam Leave Program was in place with activities such as CV workshop with SDS, DYW links with the Rangers service in Glencoe, farm visit in partnership with RHET. This was further enhanced with most participated in a week long work experience.
- Partnerships with local employers were put in-place to support the delivery of various NPA awards., such as Cobbs, The Lovat Hotel, Wolfhouse Gym, Glendoe and Glen Moriston Estates.
- All S4/5/6 undertook mock interviews and focused on developing meta-skills with SSE.
- DYW Coordinator delivered sessions for Scottish Apprenticeship week. This including an assembly, a series of virtual and in-person workshops focused on apprenticeships within the local area culminating in a visit to the local Care Centre.
- S1/2 took part in a Sustainability workshop hosted by Balfour Beattie where pupils had to design their own sustainable workers village.
- Students attended a variety of careers fairs: Lochaber Career Fair, Aquaculture Fair and a Rural Careers Fair in the Cairngorms.



KINDNESS, ASPIRATION, RESPECT

## Comments from learners, families, stakeholders and staff

### Beachdan bho luchd-ionnsachaidh, teaghlachan, luchd-ùidhe is luchd-obrach

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A "Learning and Teaching" survey in May 2024 gathered the following comments from pupils:

- Students are happy to be around teachers.
- The students act well behaved around the teachers because they respect him, and he respects the students as well and is nice to us.
- We have an agreement with the teachers to keep good behaviour in class. We get told the big rules at the beginning of term. We get to choose our class rules.
- We learn the rules from constructive criticism.
- (Teachers) help if you're stuck, cheer you up if you're upset. Teachers say, "You can do it".
- (Teachers) try to make the lessons fun.
- The teacher tells me what to do and if I need help, she'll help me. I get little box things (cubes) to help me with maths.
- (Teachers) ask us to work independently.

#### Partnership Comments

- Balfour Beattie: "The students impressed us with their creativity and insight. It is inspiring to see the next generation engaged and aware of the importance of sustainability."
- Outward Bound: "loved working with you and your pupils."
- Redbox Coffee: "It was a joy helping to train the students at Kilchuimen Academy. I was very impressed by the standard of coffee making. It is great to see the focus on hospitality as a career within schools."
- Loch Ness Rural Communities: "This is a brilliant starting place for young people looking to pursue a career in the land-based sector, and I'm really grateful to Kilchuimen Academy and DYW for their progressive approach as well as Glendoe and Glenmoriston Estates for providing this hands-on experience for the next generation."

## Capacity for continuous improvement

### Comas airson leasachadh leantainneach

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Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made progress as follows:

	2024-2025
QI 1.3 Leadership of change	Satisfactory
QI 2.3 Learning, Teaching and Assessment	Satisfactory
QI 3.1 Ensuring Wellbeing, Equality and Inclusion	Very good
QI 3.2 Raising attainment and Achievement	Satisfactory
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

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Improvement Priority Title
1. Pace and Challenge
2. Positive Relationships
3. Raising Attainment

## Planning ahead

### A' planadh air adhart

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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 <https://sites.google.com/kilchuimenacademy.org.uk/kilchuimen-3-18-campus/home> or by contacting the school office.

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%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%



