



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025



KILCHUIMEN PRIMARY SCHOOL & ELC

Kindness Aspiration Respect

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?*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%

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.

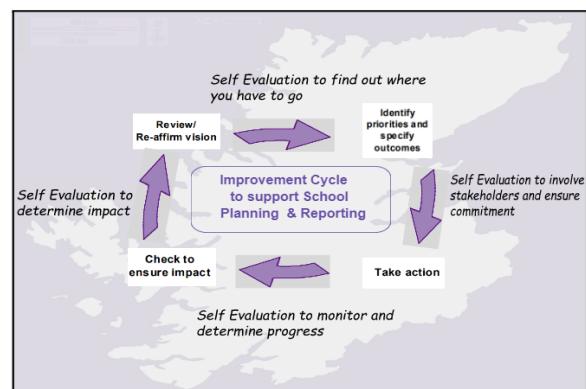
Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

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.

Lynne Angus
Acting Head Teacher
Kilchuumen Primary School



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
90.3%

Average Class Size
17.5

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
33

Teacher Numbers
4

Pupil Teacher Ratio
9.7

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

Reading

Majority

Writing

Majority

Listening and talking

Most

Numeracy

Majority

Kilchuimen 3-18 School is located in a rural setting serving the local communities of Fort Augustus and Glenmoriston, in the Great Glen area of the Highlands of Scotland.

There are twenty-nine children attending the primary school and four children in nursery, ranging from N3 - P7. P1-4 and P4-7 are taught in two composite classes, and there is a separate nursery for three- and four-year-olds.

The headteacher has overall leadership responsibility for Kilchuimen Primary School and Nursery, and Kilchuimen Academy. The headteacher is supported by two Depute Head Teachers, one based in the primary school and one based in the secondary school. Staff and children from both schools 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 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 satisfactory progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Good progress

Writing

Good progress

Listening and talking

Good progress

Numeracy

Satisfactory progress

The small number of exclusions that occur in schools may lead to individual pupils being identified; therefore, this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

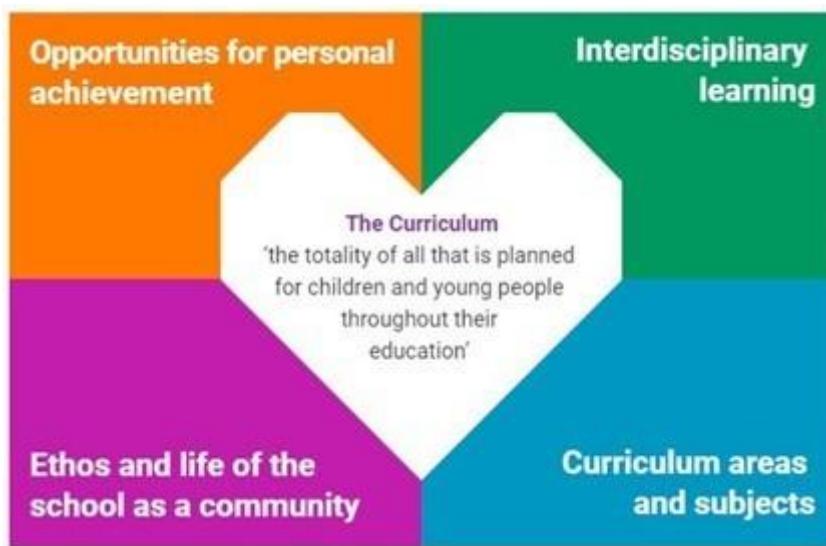
Vision

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 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:

School Improvement Plan Priority 1 - Learning and Teaching Framework

Purpose:

Improve learning and teaching across the 3-18 school.

Progress:

A Learning and Teaching Framework to improve the consistency and quality of learning and teaching has been devised.

Impact:

Teachers are reflecting on and using the guidance including:

- ✓ Purpose of a lesson
- ✓ Effective questioning
- ✓ Plenaries

Next steps:

Teachers should now plan lessons ensuring the following features are considered:

- Purpose of a lesson
- Effective questioning
- Plenaries

School Priority:

School Improvement Plan Priority 2 - 3-18 Literacy Policy

Purpose:

Improve the learning and teaching of Literacy across the 3-18 school.

Progress:

A 3-18 Literacy Policy has been produced

Impact:

- ✓ All teachers will now have a way to see what expectations at different stages might be
- ✓ Teachers can see what pupils might reasonably have previously learned
- ✓ Literacy is the responsibility of all, and subject teachers can easily access information to support this

Next steps:

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 Priority:**School Improvement Plan Priority 3 - 3-18 Numeracy Policy****Purpose:**

Improve the learning and teaching of Numeracy across the 3-18 school.

Progress:

A 3-18 Numeracy Policy has been produced

Impact:

- ✓ All teachers will now have a way to see what expectations at different stages might be
- ✓ Teachers can see what pupils might reasonably have previously learned
- ✓ Numeracy is the responsibility of all, and subject teachers can easily access information to support this

Next steps:

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 both of our targeted Literacy groups have improved on Tracking and Monitoring overview by 1 grade (D to C, or C to B).

Wider achievements

Coileanaidhean nas fharsainge

- From August to November, P4-7 attended swimming lessons in Inverness.
- Nursery and P1-4 visited our local care home, The Telford Centre, to celebrate Hallowe'en.
- We celebrated Remembrance Day through art.
- In November our P1-4 pupils had a day of outdoor activities provided by the team from Alltnacriche.
- In November P5-7 had a residential visit to Alltnacriche near Aviemore.
- On World Book Day we had a competition to dress a vegetable as a favourite book character.
- The Christmas Fair was great fun and raised money for our Christmas activities.
- Balfour Beatty visited us and worked with us on some challenges to “Develop the Young Workforce”.
- In December P1-7 went to the pantomime at Eden Court.
- The nursery class and P1-7 put on a wonderful Christmas performance.
- To celebrate Chinese New Year, we had a “Dragon Dance” group visit the school.
- Our gardening group have worked hard throughout the year, and they have transformed the “Nursery Garden”.

- The whole 3-18 school celebrated VE Day on Thursday 8th May with an outdoor tea party.
- Our school shinty team got through to the quarter finals of the Tulloch Cup.
- In June 2025 P7 enjoyed their annual trip to Edinburgh. While there, they went to Holyrood and the met Kate Forbes, MSP.
- In June 2025 the nursery class and P1-6 had a wonderful activity week which included visits to Farm Ness, DJing, drama, painting a mural, a cruise on Loch Ness, a visit to the local park and lots of gardening.





Comments from learners, families, stakeholders and staff Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

A "Pupil Voice" exercise in June 2025 gathered the following comments from pupils:

- We have great school trips.
- We got to go on go-carts and on a cruise on Loch Ness.
- I am sporty so I like all the PE we do.
- We have the best janitor in the world because he helps us with outdoor things.
- I am allowed to risk assess and then use tools.
- Our teachers are great because they listen to what we want.
- I like all the gardening we do.
- I like all my teachers; they are really kind.
- I like that we get to paint real artwork.
- We have nice, tidy classrooms.
- We have a "Trim Track", a sandpit, an outdoor shelter and lots and lots of space outside.
- I think we need to do more digging and practical things.
- We need to do even more PE.
- We should do more outdoor learning and more outdoor play.
- I wish the school had a football club I could join.
- I wish the school had a trampoline.

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	Very good	Good
QI 3.1 Wellbeing, equality and inclusion	Very good	Very good
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 Priomhachasan airson planadh airson leasachadh

1. Pace and Challenge
2. Positive Relationships
3. Raising Attainment

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

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