



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Kingussie Primary School and ELC



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 90%	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 forms part of our quality improvement framework and 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 our practice. 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

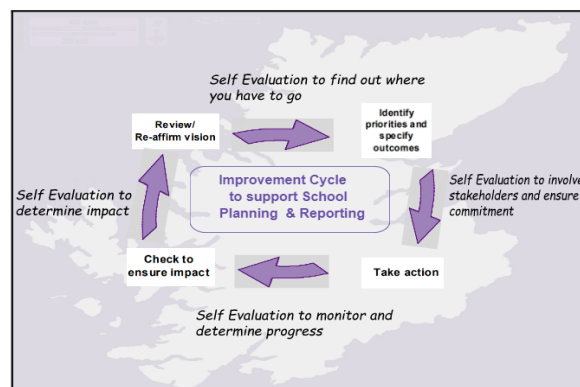
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Isabel Forrest
Head Teacher
Kingussie 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
93.08%

Average Class Size
18

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
72 (+17 nursery)

Teacher Numbers
4

Pupil Teacher Ratio
1:18

N3
XX%

N4
XX%

P1
9%

P2
11.9%

P3
16.40%

P4
13.40%

P5
16.40%

P6
13.40%

P7
19.40%

SIMD Q1¹
0-10%

SIMD Q2
0-10%

SIMD Q3
0-10%

SIMD Q4
90+%

SIMD Q5
0-10%

Unknown
0-10%

ASN²
30-40%

No ASN
60-70%

FSM³
70-80%

No FSM
20-30%

EAL⁴
10-20%

No EAL
80-90%

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

Reading

Most

Writing

Most

Listening and talking

Most

Numeracy

Almost all

The very 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

Our vision is to have a happy, caring and inclusive school. Having achieved our Bronze Award, we continue to work towards our Silver Award, as a Rights Respecting School. Article 29 is at the heart of our ethos and we strongly adhere to 'the goals of education', which states that; 'education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment' – in other words 'be the best that you can be'.

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

Welcoming, Encouraging, Enthusiastic, Cooperative, Active, Respectful, Eco-Friendly

At Kingussie Primary School we discuss our values regularly in class and in weekly assemblies. In our school WEE CARE, we are:

- Welcoming
- Encouraging
- Enthusiastic
- Cooperative
- Active
- Respectful
- Eco-friendly

We aim to:

- deliver a broad, balanced, stimulating and challenging curriculum
- raise attainment through continuous self-evaluation
- work with parents, partner agencies and the wider community to support children in achieving their potential
- promote an ethos of wellbeing and encourage respect for the natural environment
- provide opportunities for pupils to contribute to the local community and understand its place in Highland, Scotland and the world

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.

School Priority: Develop a framework for our whole school approach to Writing and to Listening and Talking from Early to Second Level

Purpose:

To ensure a consistent approach to the teaching of literacy across our school community.

Progress:

- ✓ Staff have undertaken authority led training in Writing at First Level and Writing at Second Level and completed training in Stephen Graham Approaches to Writing.
- ✓ As part of our collegiate calendar most teachers met regularly to discuss and agree standards, using the Highland Literacy Framework and the National Benchmarks.
- ✓ ELC Staff have completed training in Tracking and monitoring literacy in the Early Years.
- ✓ Training in new approaches to the teaching of writing in particular have enabled most teachers to develop their understanding of the success criteria for different genre of writing and use these in writing lessons.
- ✓ Listening and Talking has been a major focus for development, with productive

Impact:

- ✓ Most teachers have developed a shared understanding of the literacy framework and pupil progress within it. This has led to increased consistency around teacher judgement of progress through a level.
- ✓ Professional dialogue around the teaching of literacy has been regular and productive, leading to a shared understanding and more consistency of approach across our school.
- ✓ A new system of Tracking of Literacy at Early Level has been introduced and all staff are beginning to use this with confidence, resulting in improved understanding and tracking of progress across the level.
- ✓ The focus on more structure and guidance for learning and teaching in writing has been welcomed by most teachers: "The Stephen Graham approach to the teaching of writing is

dialogue and planning for this area of the curriculum. Peer observations and feedback have taken place also.

easily managed and has inspired the children to write". The majority of pupils have engaged positively with Stephen Graham strategies and are beginning to understand and use the success criteria with more confidence.

- ✓ A framework for Listening and Talking and for writing across the Genres have been completed, resulting in more consistency of practice across our school community.
- ✓ Attainment data in all elements of literacy shows a trend of consistent improvement in the last three years.

Next steps:

To continue the focus on raising attainment in writing through participating in Cohort 5 of the National Improving Writing programme.

To use data effectively to drive improvement in literacy. This to include

- Analysis of SNSA and SOFA results and targeted support plans from these.
- Gathering the whole picture of data around a child including attendance, attainment in literacy and numeracy, wider achievements.
- Review/update tracking formats to ensure sustainable approaches to tracking progress over time.

School Priority: Develop a shared understanding of Wellbeing throughout our school community.

Purpose:

To ensure a consistent approach to the teaching of Health and Wellbeing with reference to the SHANARRI Indicators

Progress:

- ✓ Teaching staff completed training in the Circle Framework and have used the Circle Inclusive Classroom Scale and the Circle Participation scale to support the wellbeing of pupils.
- ✓ All staff have completed introductory training in trauma informed practice.
- ✓ BounceBack training was well received and has been introduced across our Primary classes.
- ✓ Comprehensive teaching input around the SHANARRI indicators of wellbeing has been completed, and this has been a regular focus of class led Assemblies, from ELC to P7

Impact:

- ✓ All teachers in school have developed their understanding of nurturing, inclusive approaches, and implemented improvements to their classrooms, creating more nurturing, inclusive learning spaces.
- ✓ Use of the Circle Participation scale has supported targeted interventions for pupils.
- ✓ Awareness of the impact of trauma has been heightened in all staff.
- ✓ Most pupils are beginning to articulate strategies that support them to build resilience in the face of challenges in life and learning.
- ✓ All pupils have developed their understanding of the indicators of wellbeing and can talk about their personal wellbeing with reference to these
- ✓ The results of our pupil wellbeing survey were very good, confirming that approaches to SHANARRI have been embedded in our school ethos. Almost all pupils report that they feel

safe in school, and that their school encourages them to be healthy, active, nurturing, achieving, responsible, respectful and inclusive.

Next steps:

Share the results of our Shanarri school survey with all parents and carers.

Continue to develop approaches to support the wellbeing of all pupils, particularly incorporating Pupil Voice in all areas.

Develop consistent approaches to the planning for/ tracking of Health and Wellbeing for all, in line with our ASG priority.

Design and implement a new tracking system for Health and Wellbeing.



Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

PSA hours funded through PEF have continued to provide 1-1 sessions targeting phonics/phonological awareness, comprehension and extra reading support. Support has also been provided by authority EAL staff. We have noted progress for the majority of learners, with input in phonics leading to increased confidence in reading particularly, and vocabulary building for EAL learners, and almost all literacy targets have been met.

The funding of a digital spelling program that supports the development of phonics, spelling and reading skills has been successful in engaging almost all learners, providing a progressive review and reinforcement of spelling strategies that support literacy across the curriculum.

The impact of developments in approaches to writing will continue to be embedded in session 25-26, complemented by involvement in the National Improving Writing Programme.

The shared understanding of wellbeing across our school community developed through class and whole schoolwork has been very successful in improving almost all pupils understanding and articulation of Health and Wellbeing, and social skills programmes have complemented this work. This will be reinforced next session through the development of a robust system for tracking Health and Wellbeing, facilitating more targeted support for identified learners.

Nurturing approaches have been developed and implemented across our school community, through the use of the Circle Inclusive Classroom scale and the Circle Participation scale, supporting the identification of targeted input for specific individuals, to enable them to develop strategies that support them to begin to develop as successful learners.

Wider achievements

Coileanaidhean nas fharsainghe

Across our school community we continue to develop opportunities for all our learners that enable them to achieve success in a range of wider achievements. Our pupils speak with pride about their roles as Rights Respecting Schools (RRS) Reps. This continues to have a prominent role in school, with class reps from each stage taking on the responsibility of leading and communicating improvements, working closely with our lead class teacher. All children work together to develop their class charters and weekly assemblies are used to celebrate our learners focus on rights.

Our P7s continue to shine as Mentors, Events Managers and House Captains. A new role this session has seen P7 pupils take the lead as Journalists, sharing and recording class and school successes and

Welcoming, Encouraging, Enthusiastic, Cooperative, Active, Respectful, Eco-Friendly

achievements. P7 Active Schools Leaders Training is still an important part of the P7 learning and leadership journey, and a group of dedicated P7s have taken the lead in organising and running our 'Wake Up Shake Up' sessions on Wednesday mornings before school. This session P7s have also developed their leadership activity groups, with new Digital and Art Clubs, to complement our strong Outdoor Games and Sports Clubs. These group activities have been very well received by all P1-P6 pupils,

The P7s enjoyed their residential trip to Altnacriche, taking on new challenges with confidence and working with peers from other primaries. They also enjoyed their 3 skiing sessions. The Rotary Quiz, curling and Academy A9 events for P7s were also described as highlights of the year by our upper school pupils.

Groups of learners were keen to represent their school in Shinty tournaments and did so with much success. Throughout the year our learners have been proud to share their learning and perform for their families and community, through learner led assemblies and our Christmas performance.

Our major focus for fundraising this session was developed through our RRS Journey and supported by our local Rotary Club, as we looked at the right of every child to have access to clean water. Our learning about the challenges of this in some parts of the world has developed most children's understanding of themselves as Global Citizens, with a voice and ability to effect positive change. All of our school community were proud to support the Rotary Aquabox Challenge (and the opportunity to 'splat the Headteacher' definitely added to the fun!)

An appreciation and understanding of local history and environment has been developed through visits to local sites such as Ruthven Barracks and the Highland Folk Park, whilst cultural learning through the Youth Music Initiative and Feis Spe complemented our curricular learning.

Comments from learners, families, stakeholders and staff

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

Feedback from parents at Stay and Play sessions in ELC continues to be positive, with comments on the range of experiences visible through Learning Journey folders and Floorbooks. Feedback from the Care Commission was very positive, sharing the following key messages:

- Children were safe, loved and secure in their attachments with staff.
- Children were developing their curiosity, imagination and problem solving skills through high quality play experiences.
- Children experienced very warm, caring and nurturing support from staff who knew them very well.
- Staff worked well as a team and were committed to providing children with a service of a very high standard.
- Positive relationships with families supported continuity of care and effective partnerships.
- The manager and staff were committed to the ongoing development of the service.

Pupil feedback through both Rights Respecting Schools and Our Shanarri School surveys was very positive, with areas of Shanarri wellbeing all fielding positive responses of over 90%. These results will be shared with parents and a follow up action plan devised. A Pupil Focus Group on writing shared that most pupils enjoy the range of writing genre and particularly the real life contexts for writing opportunities they have, for example the American Penpal and DYW writing opportunities, which resulted in such rich interviews and discussions.

Parents continue to support our school in many ways, volunteering and assisting with learning opportunities, and feedback on learning and teaching through Learning Logs continues to be very positive. This session parent volunteers have completed Bikeability training and will facilitate training in biking skills for a wider range of year groups throughout the course of our new school year. Next session we hope to work more closely with focus groups of parents on Health and Wellbeing, and on Wider Achievement opportunities in our school.

We continue to be very grateful to our active and involved Parent Council, whose efforts support the school so well and add hugely to the experiences of all our learners. This session they funded a Christmas Trip for ELC and Primary Pantomime experience, Jack and The Beanstalk, as well as other regular, fun events in our school calendar.

Welcoming, Encouraging, Enthusiastic, Cooperative, Active, Respectful, Eco-Friendly



We have had a range of visitors to our school this session, particularly around Developing the Young Work Force, and had some excellent feedback on how well our learners contributed to discussions and represented their school.

Staff have worked closely with the HT on a focused set of school improvement priorities, and have taken on leadership roles in RRS, ASN and the development of approaches to tracking Health and Wellbeing. Staff are forward thinking and solution focused, with a real focus on improving outcomes for all of our learners.

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	Satisfactory
QI 2.3 Learning, teaching and assessment	Good	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	Good	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

Prìomhachasan airson planadh airson leasachadh

Improvement Priority 1: Continue to develop the teaching of Writing from Early to Second Level

Improvement Priority 2: Ensure that attainment data is gathered and analysed effectively and used to support targeted interventions and improvements in Literacy and Numeracy. Review school tracking systems to ensure that they are used effectively by all teaching staff.

Planning ahead

A' planadh air adhart

Full details of the school's 2025/26 improvement priorities and actions will be detailed on the school improvement plan, which will be accessible on our website or by contacting the school office, from September 2025.