



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Kingussie Primary School

PRIMARY/ELC



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%

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 91.5%			Average Class Size 18			Meeting PE Target Target Met		
Pupil Numbers (inc nursery) 71 (+17 nursery)			Teacher Numbers 4			Pupil Teacher Ratio1:18		
N3 6%	N4 13%	P1 10%	P2 14%	P3 7%	P4 10%	P5 14%	P6 12%	P7 14%
SIMD Q1 ¹ 0%		SIMD Q2 0%	SIMD Q3 12%		SIMD Q4 75%	SIMD Q5 0%		Unknown 13%
ASN ² 16%		No ASN 84%	FSM ³ 12%		No FSM 88%	EAL ⁴ 17%		No EAL 83%

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

Reading	Writing	Listening and talking	Numeracy
Most	Most	Almost all	Almost all

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.

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

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our vision is to have a happy, caring and inclusive school. We recently achieved Silver Rights Respecting School status and Article 29 is at the heart of our ethos: 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'.

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. Parent/Carer information is available [here](#).

School Priority 1: Raise attainment in writing from Early to Second level through participation in the National Improving Writing Programme.

School Improvement Plan Priority 1

Summary of progress	Next steps
Very good progress has been made in this priority, which aligns with the key National Improvement Framework focus on achievement in Literacy and the Highland Council priority of raising attainment. Across our school both staff and learners have enjoyed the structure and focus of the National Improving Writing Programme, and almost all learners are now able to self-assess their writing against co-constructed success criteria. The rigour of the programme, with structured writing lessons 3-5 times per week has had a positive impact on writing attainment, and a range of interventions have been put in place to ensure equity of opportunity for all our learners. Training and collaborative work in school has ensured that all teachers have a shared understanding of the programme and have been able to moderate writing across stages. A joint moderation event also helped to share understanding of standards across our associated school group. ELC Staff have refreshed training in Tracking and Monitoring literacy in Early Level and audited their environment to ensure opportunities to develop early literacy skills are available and used throughout our setting, both indoors and in our newly redesigned outdoor space.	Embed the use of the principles of the NIWP in our Literacy framework. Set this within the context of the work that school will be undertaking as we engage in the Curriculum Review Cycle. Fully embed the Early Years tracking approaches to literacy and Numeracy, to ensure that robust information about progress at Early Level is shared with Primary colleagues.
Impact	
Across our school community all teachers have developed a shared understanding of best practice in the teaching of writing. This has led to increased confidence in the teaching of writing and consistency around teacher judgement of progress through a level in tools for writing. All of our teachers shared that they enjoy teaching writing, and the programme: 'it has helped to address overwhelm', 'it is very clear and succinct to teach, good for self and peer assessment', 'it lends itself to IDL and play pedagogy'.	

Professional dialogue around the teaching of writing has been regular and productive, leading to a shared understanding and more consistency of approaches across school. The opportunity to work with colleagues across Highland Council through shared training opportunities was highlighted as a positive outcome of the programme also, as was the focus on the development of improvement methodologies. The use of the pareto model was cited by all teachers as a welcome addition to their skill set, enabling them to share expectations and track learner progress in a sustainable way. Our learners also very much enjoyed this new approach and being able to chart the progress of their class in this way was highly motivational for most learners. All of the learners in our Pupil Focus Group said they enjoyed writing, and all were able to talk confidently about their next steps in writing.

School Priority 2: All practitioners will have a shared understanding of best practice in the teaching of Numeracy, including planning, diagnostic testing, common difficulties and problem-solving strategies, leading to an increase in attainment for our P6 cohort

School Improvement Plan Priority 2

Good progress has been made in this area, which aligns with the National Improvement Framework Priority of achievement in Numeracy, and the Highland Council improvement in attainment in numeracy agenda.

Across our school, all Teachers are more confident in their understanding of numeracy planning and progression and have greater knowledge of the range of diagnostic tools available to support further investigation of needs/barriers to learning..

Highland Numeracy training has facilitated professional thinking and dialogue around best practice in Numeracy. The majority of P6 learners have made progress with numeracy and mental agility, and can better articulate their strategies in solving mental calculations and problem solving.

Work across our ASG to develop consistency of approaches to the assessment and tracking of our Primary learners, This to include moderation with ASG colleagues and Maths staff from our local High School.

Embed opportunities for Numeracy in Outdoor Learning.

Review Numeracy Sprinkles key concepts and plan for implementation.

Use baseline numeracy attainment data to target specific groups who require interventions.

Impact

All teachers expressed their increased understanding of planning for numeracy, numeracy interventions and diagnostic assessment approaches. HC diagnostic assessments have been refreshed and updated.

Learners have demonstrated increased confidence in sharing strategies used in solving mental calculations and problem solving, and there has been an improvement in numeracy attainment for the majority of the target group.

ASG P7 Maths transition Project has been successful in gathering pupil views and data to facilitate better transitions for our P7 cohort. This body of work will be developed further over the course of the next academic session, with opportunities for all teaching staff to work with colleagues across the ASG, and with colleagues from Kingussie High School Maths Department, to ensure consistency of approaches and moderation of maths learning.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

We have again used PSA hours funded through PEF to continue to provide 1-1 sessions targeting phonics/phonological awareness, comprehension and extra support for reading and numeracy. Support has also been provided by authority EAL staff. Interventions have been carefully planned and are having a positive impact for most learners, with input in phonics leading to increased confidence in reading particularly, and vocabulary building for EAL learners. Support for spelling has been targeted and has led to significant improvements for most learners.

We continue to fund a digital spelling program (Nessy) that can be used at school and at home. This supports the development of phonics, spelling and reading skills has been successful in engaging almost all learners, providing an individualised, progressive review and reinforcement of spelling strategies for each learner, supporting literacy across the curriculum.

Building on our very positive work in Health and Wellbeing last session, we have a strong shared understanding of wellbeing across our school community and Forest school sessions for the target group has very much helped to develop a sense of nurture and belonging.

To support the range of numeracy interventions being undertaken in school we have also invested in maths manipulatives and concrete resources, which are being used for individual and small group support.

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 Rights Respecting Schools (RRS) journey has gained momentum this year as we prepared for our Silver Award Accreditation Visit. The focus on Rights in Assemblies has raised almost all pupils' awareness and understanding of their rights and we were delighted to be successful in gaining our Silver RRS Award in June of this year. We are very proud of our RRS Focus Group who spoke so articulately to assessors during the accreditation visit.

Our P7s continue to rise to the challenge of their P7 Leadership roles, working well as Mentors, Event Managers, Journalists and House Captains. 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 activity sessions on Monday lunchtimes. These sessions are always well attended by younger pupils.

The P7s enjoyed their residential trip to Alltnacriche, taking on new challenges with confidence and working with peers from other primaries. They also enjoyed their skiing sessions. The Rotary Quiz was another highlight of our school year, with our team placing second in a very close competition: our best result in many years.

This session a new leadership role was developed with our P6 group, who are now responsible for recycling initiatives around the school. They have taken this responsibility very seriously, and we plan to develop this role further next session, to encompass other eco responsibilities.

Our shinty team continue to represent the school with passion and enthusiasm, and among other successes, made it to the final of the UHI competition. We have been delighted to be involved in a local Shinty Memories project with staff from the High School also, with P5-7 creating poems and artwork for a local exhibition. The resulting poetry was very well received, and our pupils are justifiably proud of their contributions to the project.

We have been delighted that some pupils have been able to join after school Rugby training co-run by Active Schools and a Parent Volunteer. It is hoped that we can expand on this offer next session. Forest School sessions run by Where The Wild Things Are after school have also been much enjoyed and well attended. These have all added to the opportunities that our pupils have, to experience and develop their range of 'wider achievements'.

Welcoming Encouraging, Enthusiastic, Co-operative, Active, Responsible, Eco-Friendly

Throughout the year our learners have been proud to share their learning and perform for their families and community and in particular our 150 Year Anniversary Open Day was a huge success, very well attended by families, members of our local community and friends of our school. The feedback from this event, with demonstrations of Victorian Life performed by all classes, an art exhibition and a Victorian Tea, along with an opportunity to view our archive of photos and memories, was very positive, with much praise for the pupils' performances and achievements. This was a very special even that helped our learners to understand the strength of feeling for their school within our local community and developed their sense of belonging/identity within their local context.

Comments from learners, families, stakeholders and staff

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

Pupil surveys and focus groups have been effective in sharing pupil voice on a range of school developments. In a writing focus group the enthusiasm from all learners for the NIWP and how it is helping them improve is very positive, and it is heartening to see that most children in our school community feel that school helps them to feel safe, healthy, achieving, nurtured, active, respected, responsible and included (SHANARRI). Parent/Carer surveys reflect confidence in our school, with most agreeing that their child is making good progress at the school and expressing their satisfaction overall. There is clearly a need to develop our approaches to family learning and how we share key messages about the assessment children's progress, which will be taken forward through our next school improvement plan. Our school wide focus on Literacy this session has seen Primary colleagues working closely with the HT on the National Improving Writing Programme. This focus has been hugely positive, with staff sharing how they value the opportunities for professional learning and how it helps them to reflect and improve their practice. Our new Nursery staff team have worked very well together to audit approaches and opportunities to develop literacy both indoor and out, and robust approaches to self-evaluation are driving improvements in all areas of our ELC. Feedback from our youngest learners about their experiences at Nursery is very positive, as are the comments from parents and carers gathered at our regular 'Stay and Play' sessions. Feedback from visitors to our school continues to be very positive, with recent examples being our involvement with the Badenoch Swift Group, who enjoyed sharing some amazing information about swifts at assembly, and of course, the community feedback from our 150 year anniversary.

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

- Curriculum Building including writing framework and family learning.
- Outdoor Learning
- Numeracy Assessment and Tracking

Welcoming Encouraging, Enthusiastic, Co-operative, Active, Responsible, Eco-Friendly

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/view/newkingussieprimaryschool/home> or by contacting the school office.