



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Kinmylies primary School & ELC



Ready Respectful Safe Honest

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.

Faye Lingard
Head Teacher
Kinmylies Primary School

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
90.8%

Average Class Size
25.6

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
307(+74 Nursery)

Teacher Numbers
16

Pupil Teacher Ratio
19.6

N3
XX%

N4
XX%

P1
11.7%

P2
12.4%

P3
13.7%

P4
13.7%

P5
16.3%

P6
19.2%

P7
13%

SIMD Q1¹
30-40%

SIMD Q2
30-40%

SIMD Q3
20-30%%

SIMD Q4
0-10%

SIMD Q5
0-10%

Unknown
0-10%

ASN²
10-20%

No ASN
80-90%

FSM³
10-20%

No FSM
80-90%

EAL⁴
0-10%

No EAL
90+%

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

Reading

Choose an item.

Writing

Choose an item.

**Listening and
talking**

Choose an item.

Numeracy

Choose an item.

We have had no exclusions this year.

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



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](#).

Ready Respectful Safe Honest

School Priority:

Raising Attainment through consistent learning and teaching approaches

Purpose:

Direct Observations of Learning and Teaching in session 23/24 gave us an average grading of Satisfactory. This was our second year working on this priority.

Progress:

- All teaching staff now have a good understanding of key theoretical principles and apply them in lessons
- All teaching staff reviewed and implemented the 12 elements of teaching practice
- All teaching staff have created and agreed a shared vision for quality learning and teaching
- Some Teachers attended a 3 day cooperative learning refresher and shared information/ strategies with remaining teachers
- EYPs have tracked pre writing skills throughout last session
- EYPs have shared their learning Journeys with each other and have a more consistent approach to observations

Impact

- Observations show that teachers' knowledge of theoretical principles and the 12 elements of quality learning and teaching have improved learning and teaching across classes
- Some teachers are using more cooperative learning strategies in their lessons, but this should now be more consistent across the school
- Pre writing trackers are helping transition arrangements to P1 and inform Term 1 planning for the P1 teachers
- Individual pupil progress in Literacy, Numeracy and HWB is evident in all Learning Journeys

Next steps:

- Our co-created learning and teaching guidelines will be used to plan lessons. Learning walks and formal observations will evidence improved learning and teaching. We will have evidence to improve our grading of 2.3 Learning, Teaching and assessment from satisfactory to Good
- We will create parent and child friendly guidelines and share these with our families
- EYPs will now begin to track Numeracy and other Literacy areas for all children
- EYPs will embed our consistent learning observations and will now agree consistent approaches to floor books
- EYPs will begin to SE and plan using the new Quality Framework

School Priority: Raising Attainment In Writing

Purpose: In session 23/24 7 CTs attended 6 training sessions on Explicitly teaching Writing. Almost all of these teachers reported increased engagement from reluctant writers and shared information with the remaining CTs. In session 24/25, the remaining CTs attended training the same training and cohort 1 completed 4 additional twilights. Two P4 CTs, PEF teacher and DHT joined the National Improvement in Writing Programme.

Ready Respectful Safe Honest

Progress:

- Almost all CTs have now been trained in explicitly teaching writing and have started to follow the guidelines for different text types. We have agreed to implement this approach to writing as a whole school.
- The P4 teachers, PEF teacher and DHT are confident in implementing the change programme and using the prepare to and run chart
- CTs are more confident in using Writing Rubrics to assess progress in Writing
- PT has created a draft whole school overview of text types to be explicitly taught

Impact:

- There is a more consistent approach to teaching writing across the school and this will continue to raise attainment in writing.
- P4 Writing ACCEL data:
September predictions 70%
June Writing ACCEL – 85%
- P1,P4,P7 teachers have robust evidence of ACCEL in Writing
CTs use WRs confidently to moderate

Next steps:

- Additional teachers (P3,P4,P5) to be trained in NIWP. P7 teachers to trial the process at second level
- Investigate and trial Writing Rubrics for steps between early, first and second level
- Link whole school overview of text types to other curricular areas
- Begin to use PM resources to deliver writing lessons

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Pupil Equity Planning -Session 2025/26

School	Kinmylies Primary
Head Teacher/PEF Lead	Faye Lingard/ Amber Simpson

PEF – 24/25 Review

Table 1 is a review box where you should insert a short summary of 24/25 PEF progress / review (this could be lifted from 'progress' column in last plan). Within this summary, the recommended word limit per intervention is 100 words.

Table 1 – 24/25 PEF Review

Intervention	Data summary against targets	Impact / progress summary (max 100 words per intervention)	Intervention Resource allocation used (breakdown)
P4 PEF pupils plus other pupils who were not expected to achieve 2 nd level in writing	June ACEL data for writing 87.5%	June 24- 68% of P3 pupils on track with writing Target – 77% of P4 pupils will achieve 1 st level in writing	PEF teacher 1 x weekly writing session with CT PEF teacher 1 x weekly session with TG only Term 1 and 2 only due to absence of PEF teacher
P7 PEF pupils plus other pupils who were not expected to achieve 2 nd level in writing	June ACEL data for writing 87.5%	June 24- 53% of P6 pupils on track with writing Target– 75% of P7 pupils will achieve 2 nd level in writing	PEF teacher 1 x weekly writing session with CT PEF teacher 1 x weekly session with TG only Term 1 and 2 only due to absence of PEF teacher
P2,P3,P5, P6 PEF pupils to move up at least 1 increment in level in C&E levels in Writing		2 pupils did not make progress through C&E levels in writing All other pupils moved at least 1 increment in C&E levels	PEF teacher to support PEF pupils in their writing during CT writing lessons
During soft start PSA start staff will assist with the management of breakfast for all pupils		PEF PSA absent from Sept 24 until June 25 and multiple PSA absences throughout the session resulted in this intervention not happening at all.	4 x 0.5 hrs PSA hrs per day

Wider achievements

Coileanaidhean nas fharsainghe

- We had a full Education Scotland inspection in September 24
Our gradings were almost identical to our own self-evaluation, showing we have a good understanding of our journey and what we need to do to continually improve.
- Our pupils are offered opportunities to experience a wide range of clubs run by parents, school staff, Highlife Highland and Anne Gunn a community worker.
This session we offered football at all stages of the school, athletics, cross country, gymnastics, badminton, orienteering, book club and SU club.
- All pupils from P1-P7 had the opportunity to attend athletics training and we had two athletics teams competing in local events, The Bailey Cup and South Highland Inter- School Sports
We also had 2 groups of pupils competing in an orienteering competition and competed in 2 cross country competitions.
- All our P6 and P7 pupils attended rugby coaching sessions from Highland Rugby Club and were invited to take part in school rugby tournaments
- ICT have run weekly football coaching for two terms for P4-P7 pupils

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- Every class leads an enterprise for the whole school to participate in. This allows every child to develop leadership skills and skills for learning, life and work.
- As part of our focus on interdisciplinary learning and skills for learning, life, and work, P5/6 planned, designed, and ran a successful café enterprise. This project provided meaningful opportunities for the children to apply knowledge and skills across health and wellbeing, literacy, numeracy, technologies, and social studies
- Parents/carers have been invited into nursery and school to share their skills and talk about their occupations. P6 Pupils sent out parental questionnaires to gather information about different occupations and skills required/training provided
- All our classes had opportunities to enhance their learning with educational trips eg Fort George, Highland Folk Museum, UHI, local parks and amenities, Black Isle Show ground, different places of worship, Rosemarkie Beach, Craig Phadrig.
- Our P7 pupils experienced a high-quality Outwards Bound residential trip with a wide variety of outdoor activities in natural settings.
- All pupils from P1-P7 performed on stage at Charleston Academy to a large audience of families and the wider community
- Nursery Pupils performed a Christmas singalong for their families
- P1 and P7 performed for residents at local care homes
- P7 pupils choreographed and performed a very successful Leavers' s Show for their families and the rest of the school
- P2 have had their artwork published in a Young Writers book
- Our Pupils' voices are heard through our RRS group, Learning Council, Eco Committee, Playground Leaders
- Our Parent Council organise events for the school, families and wider community
- Ann Gunn, community worker helps to deliver RME in classes and in Kinmylies Church. She also supports a social skills group in school
- Our Nursery works closely with Charleston Academy very successfully to deliver the Growing 2gether mentoring programme
- We develop a buddy system for nursery to P1 transition
- P5 and P6 pupils became maths buddies to P4 pupils, demonstrating the meta skills developed this school year

Comments from learners, families, stakeholders and staff

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

"I have enjoyed hearing from Gavin Morgan of Growing2Gether about his pure joy and passion for what he does, but nothing beats getting out and hearing first-hand from those who have benefitted. From the off, the impact was clear: I thought I was just meeting current participants, but actually, last year's cohort made the decision to come back on a sunny Friday and reunite with the wee ones they'd built relationships with. The young people themselves recognised the benefits, describing the boost to confidence and recognising all that they'd learned and achieved, when the nursery bairns looked up to them and saw them as peers, but peers with knowledge and skills to share. The teachers said the same of both age groups – a huge positive difference had been noted in many participants. It was such a joy to be welcomed in for a chat about this, and I have agreed to take this success back to the Parliament to share with colleagues; to see how I can support Growing2Gether further"

Emma Roddick MSP

Ready Respectful Safe Honest

“Senior Leaders and staff focus on fostering and maintaining positive relationships with children. This supports almost all children to have a strong sense of belonging to their school. Children feel valued and respected by the caring and nurturing relationships they have with adults across the school. “

“Children’s wellbeing lies at the heart of the work of the school. Almost all staff know the children and families throughout the school community very well.”

Education Scotland – Summarised inspection findings.

How good is OUR school?

Theme 1, Our relationships – The Learning Council

Our friends and PSAs welcome us in the morning.
Teachers helps us feel we belong because we are all included.
Our school uniform shows other people that we belong to Kinmylies.

All the teachers treat us fairly. Usually, adults speak kindly to us.

We know we can go to PSAs in the playground if we're upset.
Teachers make us feel safe.
We have emotional check-ins.
We had a lockdown practice last term.

They will take time so we can talk things through or give someone space if they need it. Teachers might choose different partners or friends for us for games or activities, and it helps us to feel happy.

We have our ready, respectful, safe and honest values.
Teachers talk to us about how to behave and so do PSAs.

We have clubs like book club, after school cross country and athletics. There is also Supaclub - with Anne from the church.

Theme 2, Our learning and teaching – The Learning Council

We get to choose which topics we study - we had a vote on whether to learn about the Romans, Celts or Vikings.
We can have free writing and free drawing. Sometimes we have free play.

We are learning to behave appropriately and represent the school.
We have been learning meta skills like focusing and communicating.
We learn comprehension skills in reading like making connections.

My teacher planned a debate
Sometimes we plan our work with our teachers.

We use our Chromebooks to practise maths skills and for research.
Our teachers use the smartboard for explaining things. We watch short animations for digital Literacy,
We use Google docs and forms.
We're creating our own 'About Me' slideshows

Theme 3, Our school and community – Selection of pupils from P4 and P7

We would like better toilets or even new ones.
It would be good to have another hall, separate from the lunch hall.

Ready Respectful Safe Honest

Adults keep us safe. Gates and fobs keep us safe.

Softer ground in the playground would help to keep us safe from accidents - especially by the monkey bars.

The adults keep us safe, and we learn about health. They do the daily mile and active play with us.

We can tell from our visitors that they think we are good. we are friendly.

Mrs Lingard's bosses came to visit, and they were happy. The inspectors

We can be physically active in the playground. We have a climbing wall, trim trail, monkey bars, football goals and basketball hoops.

We can be creative with our loose parts and also in our active play when we take out the equipment.

Our food at lunch is good but the hall is too noisy and sometimes there is food on the floor. We like the picnic days when we can eat outside.

Theme 4, Our health and wellbeing- selection of pupils in P3 and P5

We have star of the week in assembly, gotchas and shout outs. We also have Fred and Olive at assemblies.

We have a worry box in our class, and we can write ideas to improve our class. We have emotional check ins and our teachers and PSAs will speak to us privately if we are unhappy.

We are offered salad and fruit every day. we have vegetables like peas, corn and broccoli. We have milk and water to drink. We have soup.

Being healthy is on our class charter poster on our wall. We keep our class tidy and wash our hands. Some people always have unhealthy snacks at breaktime.

We like our three choices at lunchtime. We'd like more oranges and apples. Can we maybe buy fruit at breaktime?

Normally not much bullying happens. We would have to tell an adult because bullying usually stops when you tell an adult,

Everyone follows our value - to be respectful. Teachers are fair and they treat everyone with respect. You get rewarded for working hard.

In circle time we think and talk about our health and wellbeing. We all learn about our rights and we are a Silver Rights Respecting School.

Theme , Our successes and achievements – selection of pupils from P1-P7

We like ' Star of the Week' and we can also talk about out of school achievements in assembly. Some people bring medals or certificates to show.

We'd like more after school clubs like rugby, gymnastics or dance.

In P7 we have Play Leaders who help the infants with play. We have Eco Reps, Learning Council rep, Digital Leaders and House Captains.

We have cross country, Baillie cup and athletics. We talk about our achievements in assembly.

We are rewarded for our achievements in class sometimes,

19 November 2024

Dear Parent/Carer

In September 2024, a team of inspectors from Education Scotland visited Kinmylies Primary School and Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- Children are well-mannered, eager to learn and have a positive attitude towards their learning. They demonstrate their school values positively in their interactions with others.
- Staff across the school and nursery, have developed positive, nurturing and respectful relationships with children. This supports a safe and supportive environment for learning.
- The headteacher places great importance on improving children's wellbeing and sense of inclusion. As a result, children feel well-supported and have a strong sense of belonging to their school community.
- Within the nursery, children benefit from a high-quality learning opportunities through play that supports them to develop their confidence, curiosity and communication skills. Children make good progress as a result.

The following areas for improvement were identified and discussed with the headteacher and a representative from The Highland Council.

- Senior leaders should improve leadership of change at all levels to enhance positive outcomes for children. This should include involving staff, children, parents and partners further in the process of change.
- Senior leaders and staff should continue to improve the quality of learning, teaching and assessment across the school. Children would benefit from more challenge and the opportunity to lead aspects of their learning.
- Senior leaders and staff should continue to raise the attainment of children, with a focus on improving children's success in writing and numeracy.
- In the nursery, practitioners should ensure children's learning through play builds on what they have learned previously. They should improve how they monitor children's progress in learning.

We gathered evidence to enable us to evaluate the school's work using four quality indicators from [How good is our school? \(4th edition\)](#) and [How good is our early learning and childcare?](#). Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for Kinmylies Primary School and Nursery Class

Quality indicators for the primary stages	Evaluation
Leadership of change	satisfactory
Learning, teaching and assessment	satisfactory
Ensuring wellbeing, equality and inclusion	good
Raising attainment and achievement	satisfactory
Descriptions of the evaluations are available from: How good is our school? (4th edition). Appendix 3: The six-point scale	

Quality indicators for the nursery class	Evaluation
Leadership of change	good
Learning, teaching and assessment	good
Ensuring wellbeing, equality and inclusion	good
Securing children's progress	good
Descriptions of the evaluations are available from: How good is our early learning and childcare? Appendix 1: The six-point scale	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at: [Reports page | Inspection reports | Education Scotland](#)

Questionnaire for parents/carers of children in the early learning and childcare setting (03)

03 Your experience by percentage (sharing)

Q No.	Question	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Don't know %	Didn't answer %
3	My child likes being at this setting.	14	71.43	21.43	0.00	0.00	7.14	0.00
4	Staff treat my child fairly and with respect.	14	78.57	14.29	0.00	0.00	7.14	0.00
5	I feel that my child is safe at the setting.	14	78.57	14.29	0.00	0.00	7.14	0.00
6	My child's behaviour is managed effectively.	14	64.29	28.57	0.00	0.00	7.14	0.00
7	The setting helps my child to feel confident.	14	71.43	21.43	0.00	0.00	7.14	0.00
8	I feel staff really know my child as an individual.	14	50.00	42.86	0.00	0.00	7.14	0.00
9	The learning experiences my child has at the setting are at the right level for them.	14	57.14	28.57	0.00	0.00	14.29	0.00
10	My child's learning and development is well supported by the staff in the setting.	14	57.14	21.43	0.00	0.00	14.29	7.14
11	My child is encouraged to be healthy and to be physically active.	14	64.29	28.57	0.00	0.00	7.14	0.00
12	The setting supports my child's emotional wellbeing.	14	64.29	21.43	0.00	0.00	7.14	7.14
13	My child is making good progress at the setting.	14	71.43	21.43	0.00	0.00	7.14	0.00
14	I receive helpful, regular feedback about how my child is learning and developing e.g. informal feedback, reports and learning profiles.	14	50.00	35.71	0.00	0.00	14.29	0.00
15	The information I receive about how my child is learning and developing is shared with me when I request it.	14	57.14	14.29	0.00	0.00	28.57	0.00
16	I understand how the setting monitors my child's progress in learning.	14	35.71	50.00	0.00	0.00	14.29	0.00
17	The setting gives me ideas on how to support my child's learning at home.	14	42.86	28.57	7.14	0.00	21.43	0.00
18	The setting organises activities where my child and I can learn together.	14	35.71	21.43	7.14	0.00	35.71	0.00
19	The setting takes my views into account when making changes.	14	50.00	35.71	0.00	0.00	14.29	0.00
20	I feel comfortable approaching the setting with questions, suggestions and/or a problem.	14	78.57	14.29	0.00	0.00	7.14	0.00

7. responses may not add up to 100%

Q No.	Question (cont.)	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Don't know %	Didn't answer %
21	I feel encouraged to be involved in the work of parent groups.	14	28.57	35.71	0.00	0.00	28.57	7.14
22	I am kept informed about the work of parent groups.	14	35.71	28.57	0.00	0.00	28.57	7.14
23	The setting is well led and managed.	14	57.14	35.71	0.00	0.00	7.14	0.00
24	The setting encourages children to treat others kindly and with respect.	14	64.29	28.57	0.00	0.00	7.14	0.00
25	I would recommend the setting to other parents.	14	71.43	21.43	0.00	0.00	7.14	0.00
26	My child was well supported as they started at the setting or moved to a new room or group.	14	64.29	21.43	0.00	0.00	14.29	0.00
27	Overall, I am satisfied with the setting.	14	71.43	21.43	0.00	0.00	7.14	0.00

Questionnaire for parents/carers of children in primary stages (04)

04 Your experience by percentage (sharing)

Q No.	Question	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Don't know %	Didn't answer %
4	My child likes being at this school.	98	52.04	42.86	3.06	2.04	0.00	0.00
5	Staff treat my child fairly and with respect.	98	62.24	31.63	2.04	0.00	3.06	1.02
6	I feel that my child is safe at the school.	98	59.18	35.71	2.04	0.00	1.02	2.04
7	The school helps my child to feel confident.	98	52.04	36.73	5.10	1.02	4.08	1.02
8	I feel staff really know my child as an individual.	98	41.84	40.82	6.12	1.02	9.18	1.02
9	My child finds their learning activities hard enough.	98	25.51	51.02	8.16	0.00	14.29	1.02
10	My child receives the help he/she needs to do well.	98	32.65	47.96	4.08	1.02	13.27	1.02
11	My child is encouraged by the school to be healthy and take regular exercise.	98	38.78	50.00	1.02	0.00	8.16	2.04
12	The school supports my child's emotional wellbeing.	98	40.82	42.86	5.10	1.02	8.16	2.04
13	My child is making good progress at the school.	98	37.76	47.96	6.12	1.02	4.08	3.06
14	I receive helpful, regular feedback about how my child is learning and developing e.g. informal feedback, reports and learning profiles.	98	33.67	50.00	11.22	2.04	2.04	1.02
15	The information I receive about how my child is doing reaches me at the right time.	98	32.65	46.94	10.20	1.02	7.14	2.04
16	I understand how my child's progress is assessed.	98	29.59	46.94	11.22	1.02	9.18	2.04
17	The school gives me advice on how to support my child's learning at home.	98	28.57	48.98	10.20	3.06	7.14	2.04
18	The school organises activities where my child and I can learn together.	98	18.37	45.92	15.31	1.02	16.33	3.06
19	The school takes my views into account when making changes.	98	29.59	36.73	4.08	2.04	24.49	3.06
20	I feel comfortable approaching the school with questions, suggestions and/or a problem.	98	56.12	32.65	4.08	1.02	3.06	3.06
21	I feel encouraged to be involved in the work of the Parent Council and/or parent association.	98	32.65	51.02	5.10	1.02	5.10	5.10
22	I am kept informed about the work of the Parent Council and/or parent association.	98	40.82	51.02	2.04	0.00	3.06	3.06

11 responses may not add up to 100%

Q No.	Question (cont.)	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Don't know %	Didn't answer %
23	I am satisfied with the quality of teaching in the school.	98	40.82	45.92	2.04	2.04	5.10	4.08
24	The school is well led and managed.	98	56.12	33.67	4.08	2.04	1.02	3.06
25	The school encourages children to treat others with respect.	98	52.04	40.82	0.00	1.02	3.06	3.06
26	I would recommend the school to other parents.	98	48.98	35.71	4.08	1.02	6.12	4.08
27	Overall, I am satisfied with the school.	98	47.96	40.82	4.08	2.04	1.02	4.08

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

- Education Scotland Findings and Next Steps identified for School
- Raising Attainment in Literacy
- Education Scotland Findings and Next Steps identified for ELC

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://kinmyliesprimaryschool.wordpress.com/> or by contacting the school office.