



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2025-2026

Kinmylies Primary School & ELC



Ready Respectful Safe Honest

Introduction: Local and National Context

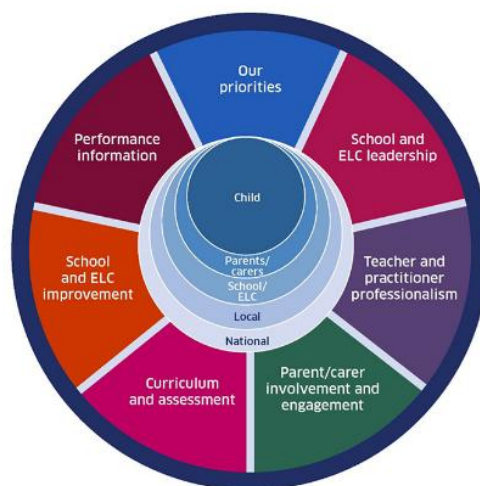
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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 2025-26. 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

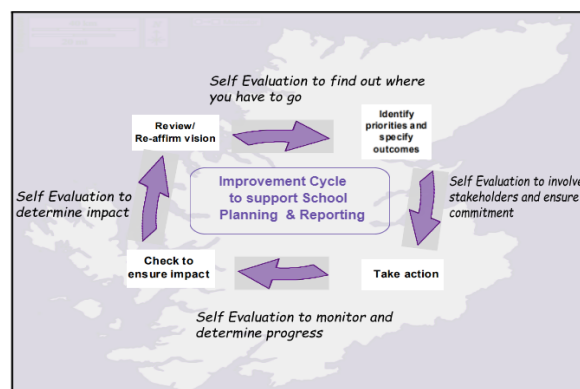
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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](https://parentzone.scot.nhs.uk/). 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%

Average Class Size
26.3

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
289 (+71 Nursery)

Teacher Numbers
15

Pupil Teacher Ratio
19.1

N3
6.9%

N4
12.7%

P1
6.6%

P2
10%

P3
10.5%

P4
12.2%

P5
10.8%

P6
13.6%

P7
16.4%

SIMD Q1¹
40% - 50%

SIMD Q2
20% - 30%

SIMD Q3
20-30%

SIMD Q4
0-10%

SIMD Q5
0-10%

Unknown
0-10%

ASN²
10-20%

No ASN
80-90%

FSM³
30% - 40%

No FSM
60% - 70%

EAL⁴
0-10%

No EAL
90+%

2025/26 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading

Most

Writing

Most

**Listening and
talking**

Most

Numeracy

Most

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



As part of a review around our values in term 4 2026, our staff, pupils, families and stakeholders chose to add the value of KIND. We will add this into our visuals to begin our new school session in August 2026.

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

Education Scotland Findings and Next Steps for our school

Purpose:

Following HMIE feedback we created an action plan to follow through and improve areas within the quality indicators that were identified.

Progress:

- We have reviewed our values with all stakeholders and a new value KIND will be added.
- Pupil leadership Groups have been developed further and embedded at all stages.
- Children's rights continue to be explicitly taught. The Rights Leadership group have created videos and shared more on this in our whole school assemblies.
- Positive Relationships Policy has been created and will be shared and implemented next session. This will be in line with national consequences guidance.
- Antibullying policy has been developed and now needs to be shared and agreed using a community approach.
- Power Up Pedagogy development work has continued to improve Learning, Teaching and Assessment throughout the school.
- Class observations and monitoring have shown that the 12 elements are being embedded into daily classroom practice.
- We are enrolled in the Play Scotland Play Award and have begun to develop this throughout the school, with an initial focus on early level. This will continue into next session where it will develop further through the school.
- Outdoor Learning equipment was purchased to promote positive opportunities for active play in our playground. We are also reviewing outdoor learning in our classrooms and will continue with the minimum of 20 minutes outdoor learning each week.
- RME progression has been revised and run throughout the 25/26 session. This

Impact

- Kind will be added to our school and nursery values
- All pupils and most staff are involved in Leadership opportunities
- Improved Learning, Teaching and Assessment – use of success criteria and learning intentions is more consistently used
- Teachers re-engaged with outdoor learning in their classes and more play opportunities outside for pupils
- Wider RME experiences and progression of learning at every level. Coverage of all main world religions
- Continued positive links with parent council and wider parent groups
- More real-life contexts taught and assessed in numeracy in all levels supported by new resources purchased.
- Our new non-fiction trolley has supported the Reading Schools journey and motivated some reluctant readers as noted by parents and staff
- A wider range of diversity and representation is available in our non-fiction library.

will be updated in line with evaluation and feedback of the progression.

- Self – Evaluation has been shared with the parent council at meetings and regular meetings continue with suggestions as how to make improvements with outdoor learning as per the self-evaluation plans.
- QUATS have had a numeracy focus and Leckie Assessment and Sumdog have been purchased and are regularly used in classes to promote numeracy.
- Our non-fiction library trolley has been purchased and is available to all pupils.
- Our ELC team have moved into their new purpose built nursery building separate from the main Primary building.
- ELC staff have continued to develop quality play spaces with a focus on providing opportunities for early literacy and numeracy.
- ELC staff have developed their use of floor books and worked to encourage parents and children to reflect on learning and next steps.
- New transition arrangements were planned and implemented to accommodate our building changes and were well attended and supported by all.
- P1 CT created Literacy, Numeracy and Health and Wellbeing observation and target sheet to follow children from ELC into P1. There was also a focus on developmental overviews to support and challenge children appropriately.
- New Spotlight observation sheets were implemented in P1 for transition from ELC.
- ELC staff have started to engage with the new self-assessment framework for early years.
- Our ELC team have continued to support our learners in their new space
- Quality play spaces have been continuously developed and reviewed in our ELC setting
- Floor books have supported the tracking and coverage of learning following children's interests
- A new transition programme was created and very successful with parents reporting their children were confident and reassured to attend P1
- New tracking documents supported getting to know our N5 children and highlighted areas to support and develop
-

Next steps:

- The Antibullying and Positive Relationships policy should be agreed with all stakeholders and then shared and embedded within the school community and daily life of the school.
- We will continue to work through the Play Award and action plan created from further self-evaluation and consultation from our families, pupils and staff.
- We will continue to focus on raising attainment in Numeracy and explore Learning, Teaching and Assessment around this to provide our learners with the best experiences and opportunities.

- Continue to review and develop high quality learning spaces and interactions within our new setting in ELC with a focus on literacy and numeracy. Use the new Self-Evaluation Framework to support this
- Involve parents and children in their learning journeys through open visits and stay and play sessions (parental engagement).
- Continue to track learning, using Developmental overviews and appropriate documents for Es and Os coverage of early level.

School Priority: Raising Attainment In Literacy

Purpose: Following our prior staff training and developments around writing from Stephen Graham training and the National Improvement Writing Programme we have continued to embed and track the learning and teaching of writing throughout the school with an aim to improve experiences and outcomes for learners. We have also reviewed our reading resources and begun our Reading Schools journey to promote reading for enjoyment.

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, alongside the National Improvement Writing Programme.
- CTs have had time to familiarise themselves with the PM writing resources (online and hard copies) to support – Explicitly Teaching Writing.
- CTs continue to become more confident in using Writing Rubrics to assess progress in Writing
- PT/CTs have created a draft whole school overview of text types to be explicitly taught also now including the National Improvement Writing Programme and composite classes to ensure a breadth of text types are covered in depth throughout the levels.
- We have complimented our existing reading Scheme with new resources. Big Cat texts, non-fiction texts and novels are now available at all levels to support and challenge learners, whilst accommodating wider age and stage appropriate interests.
- Library spaces are developed and rotated in all classrooms and the non-fiction trolley is timetabled through all classes weekly.
- The school have signed up to Reading Schools and are aiming to achieve their Core Award. The Reading Leadership

Impact:

- There is a more consistent approach to teaching writing developing across the school and this will continue to raise attainment in writing.
- A wider range of resources are being used to support the teaching of writing.
- A wider range of age and stage appropriate texts are available for all learners, through physical books and audio devices
- There is an increased awareness of reading for pleasure amongst staff and pupils. The reading profile within the school is more visible

Team organised activities throughout Book Week Scotland and Reading Schools Week which were well received by the school, raising the profile of reading for pleasure.

- **We have created a 'Swap and Drop' book library where all children can access free books to take home. This has been well received by families and pupils.**
- **Jen Grange from Reading Schools attended a twilight training with CTs to share the importance of and awareness of reading for pleasure.**
- **We have invested in Vox Blocks to enable all readers to access texts. More reluctant readers are using these and are more engaged in their learning activities.**

Next steps:

- **Continue to finalise and embed Writing programme and approaches for progression and coverage throughout the school. Use resources to support this.**
- **Continue to use Rubrics to assess writing at stages and take part in moderation in stages and the ASG where possible.**
- **We will continue to raise the profile of reading for pleasure in our school, while removing barriers to this, whilst working towards our Reading Schools Awards.**

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

School	Kinmylies Primary School		
Head Teacher/PEF Lead	Krista Munro (Acting HT)		
PEF – 25/26 Review			
Table 1 is a review box where you should insert a short summary of 25/26 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 – 25/26 PEF Review			
Intervention	Data summary against targets	Impact / progress summary (max 100 words per intervention)	Intervention Resource allocation used (breakdown)
There has been significant disruption to PEF interventions due to staff absence and term 3 and term 4 interventions did not happen.			
P2 (3 pupils)	JM <u>R,W</u> , <u>N,HWB</u> G <u>R,W,N</u> NS <u>R,W</u>	JM - not achieved level G - not achieved level NS - not achieved / not on track	1x R intervention per week 1x W intervention per week 1x N intervention per week
P3 (4 pupils)	KM <u>R,W</u> MC <u>W,HWB</u> AM <u>R,W,N,HWB</u> LM <u>R,W,N</u> , HWB	KM -on track MC - ? AM -on track LM - not achieved / not on track	1x R intervention per week 1x W intervention per week 1x N intervention per week 1x HWB intervention per week (PSA)
P4 (3 pupils)	JK <u>W,N</u> ZC <u>R,W</u> JM W, N,	JK - not achieved / not on track ZC - on track JM - achieved Reading, not on track for writing	2X W intervention per week 2x R intervention per week 2x N intervention per week
P5 (8 pupils)	BF W HWB DC R, W, N LL W, N OT <u>R,W</u> , N RO <u>R,W</u> , HWB KC - supported by PSA in Hub	BF - achieved reading, not on track for writing DC - on track in literacy, not on track for numeracy LL - moved to another school OT - not achieving RO - achieved reading, not achieved writing KC - still on part-time timetable, not achieving NP - achieved reading, not on track for reading and numeracy NP - achieved reading, not on track for reading and numeracy	1x R intervention per week 1x W intervention per week 1x Numeracy intervention per week 1x HWB intervention per week (PSA)
P6 (7 pupils)	CW <u>R,N</u> AE <u>R,W,N</u> KC W PK R W <u>N,HWB</u> CM <u>R,W</u> LM <u>R,W</u> , N NP, NP HWB KB R, W	CW - on track AE - on track KC - on track, still low attendance PK - not on track CM - not on track - literacy for all tracker LM - on track KB - on track	1x R intervention per week 1x W intervention per week 1x Numeracy intervention per week 1x HWB intervention per week (PSA)
P7 (7 pupils)	LS R, W, N OM <u>R,W,N</u> JS W GM N BO W, HWB JM HWB	LS - not on track - literacy for all tracker OM - achieved reading, not on track for writing JS - on track achieving GM - on track, poor attendance and school refusal BO - not on track, disengaged, emotional JM - on track	2x R intervention per week 2x W intervention per week 2x Numeracy intervention per week 1x HWB intervention per week (PSA)

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, OJ Sports, Ross County FC, ICT FC 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 compete cross country competitions.
- ICT have run weekly football coaching for two terms for P4-P7 pupils. This included leadership sessions linked to sports and buddying and also health and wellbeing through exercise and diet.
- 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.
- Every child also takes part in a leadership group where they have the opportunity to have their voice in the developments of the school.
- As part of our focus on interdisciplinary learning and skills for learning, life, and work, P7 ran a successful health week and all classes were included in taking part in this.
- Parents/carers have been invited into nursery and school to share their skills and talk about their occupations. This has included farmers, chemists, nurses, engineers and builders.
- 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, Open Top Bus tours, Nairn Beach, Craig Phadrig Forest Walks and Farm Ness.
- 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 families have been invited to attend and visit the new nursery building
- 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 and P6/7 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, Digital Leaders, Outdoor Learning Leaders, Play Leaders, Reading leaders, Friendship Leaders and Mind and Body Safety 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 and to facilitate additional timetable requests for their pupils.

Ready Respectful Safe Honest

- We developed a robust transition programme and buddy system for nursery to P1 transition.

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

“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.

Ready Respectful Safe Honest

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.

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.

Ready Respectful Safe Honest

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,

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:

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Planning ahead

A' planadh air adhart

Full details of the school's 2026/27 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://kinmyliesprimaryschool.wordpress.com/author/kinmyliesblog/> or by contacting the school office.