



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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2024-2025

## Kinlochleven Primary School



Respect   Aspiration   Resilience   Equity

# 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?*<sup>4</sup> 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%	Less than 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 daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Lauren Morrison  
Head Teacher  
Kinlochleven 3-18 Campus

## 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**  
**92%**

**Average Class Size**  
**14**

**Meeting PE Target**  
**Target Met**

**Pupil Numbers (inc nursery)**  
**42 (+ 12 inc. nursery)**

**Teacher Numbers**  
**3**

**Pupil Teacher Ratio**  
**1:14**

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

**Reading**

Majority

**Writing**

Majority

**Listening and  
talking**

Majority

**Numeracy**

Majority

Kinlochleven Primary School is located in the village of Kinlochleven in south Lochaber.

There are 42 children attending the school and 12 children in nursery, ranging from N3 - P7. P1-2, P3-4 and P5-7 are taught together in multi-stage classes and there is a separate nursery for 3- and 4-year-olds.

The headteacher has overall leadership responsibility for Kinlochleven Primary School and Kinlochleven High School. The headteacher is supported by a Depute Head Teacher in Primary and a Depute Head Teacher and 6 Principal Teachers in High School.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall, attainment across the school in literacy and English and numeracy and mathematics is satisfactory. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Almost all children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

**Reading**

Satisfactory progress

**Writing**

Satisfactory progress

**Listening and  
talking**

Satisfactory progress

**Numeracy**

Good progress

We have had no exclusions this year.

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

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At Kinlochleven 3-18 Campus we believe that a happy child is a successful child. We believe that to ensure success for each of our pupils we need to provide a high-quality education in a safe, respectful and inclusive environment, which builds a foundation for life-long learning.

At Kinlochleven 3-18 Campus we believe that working collectively and creatively with our whole school community ensures positive and sustained successes for our pupils.

#### Values

Respect Aspiration Resilience Equity

#### School Motto

“Small school, big ideas”

#### Aims

At Kinlochleven 3-18 Campus we aim to:

- provide a safe environment that is built on mutual respect
- be aspirational for every pupil, preparing them for future life
- support our pupils to build their resilience
- embed equity and equality into the campus ethos

## 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:

#### Raising attainment in numeracy

##### Purpose:

Achievement of a level and diagnostic data highlighted the need to improve children's attainment in numeracy

##### Progress:

- ✓ Good progress has been made in closing the attainment gap in numeracy for most children
- ✓ We have begun to develop a progressive programme for maths and numeracy which maximises opportunities for children to attain well in numeracy and mathematics
- ✓ We have engaged in professional learning around numeracy
- ✓ Staff have a deeper understanding of national standards

##### Impact:

- ✓ The consistent use of diagnostic assessments has increased the use of data to plan work at appropriate levels of challenge for all children
- ✓ All teachers are now confident in their use of diagnostics to inform planning and ensure progression for all children
- ✓ There is a consistent approach to maths and numeracy across the school
- ✓ We use a range of resources to take a developmental approach to basic facts, knowledge and strategy
- ✓ All staff use Highland Numeracy resources effectively and consistently.
- ✓ Good progress has been made in raising attainment in numeracy

##### Next steps:

- We will create a 2-year rolling curriculum for time, money, measure and angles to ensure progressive learning and teaching in these areas.
- We will develop numeracy and maths based Interdisciplinary Learning topics to ensure we develop contextualised learning that is meaningful and links to skills for life and work.

School Priority:

#### Assessment and Moderation

##### Purpose:

To support a continued focus on improving learning and teaching need to consider how practice in our school compares to the process in the moderation cycle. As a team we need to establish which parts of the moderation cycle require a stronger focus.

Attainment will be tracked at an individual level using formative and summative strategies to gauge the progress of individual learners. As part of our planning and tracking meetings we need to ensure we are confident in our understanding of the standards embedded within the Experiences and Outcomes and that any gaps in progress are addressed in our ongoing planning of learning. Participation in the Moderation Collaborative will support us to ensure our judgements about learner progress are robust and reliable.



**Progress:**

- ✓ We have robust attainment and monitoring strategies in place which facilitate the effective identification of attainment gaps
- ✓ These attainment gaps are addressed in our ongoing planning of learning and teaching
- ✓ Through professional learning opportunities, all teachers have developed a wider knowledge of moderation tools and are using these to support effective judgment about learner responses to assessment tasks
- ✓ All teachers have strong relationships with our learners and identify their needs very well

**Impact:**

- ✓ All teachers gather a range of evidence to show children's progress
- ✓ Staff use assessment data very well to plan learning at the right level of difficulty for most learners
- ✓ Staff use data to effectively plan interventions and use assessment to show the impact of the intervention on individual and group attainment.
- ✓ Termly attainment meetings support all teachers to meet learners' needs through class, individual and group planning
- ✓ All staff have a clear understanding of each child's progress and attainment
- ✓ Very good progress has been made in this area

**Next steps:**

- We will develop key assessment tasks and moderate these tasks with school in our local area, the wider region and nationally.
- We will introduce structured learning conversations and develop pupil profiling to allow learners to talk about their learning and progress more confidently.

**School Priority:****Raising attainment in literacy****Purpose:**

Achievement of a level and diagnostic data highlighted the need to improve reading comprehension skills and listening and talking skills

**Progress:**

- ✓ Satisfactory progress has been made in closing the attainment gap in reading and writing
- ✓ We have developed a range of strategies for teaching reading comprehension and developing listening skills
- ✓ We have participated in the National Improvement for Writing programme which has been a valuable professional learning opportunity
- ✓ Staff have a deeper understanding of national standards

**Impact:**

- ✓ The consistent use of diagnostic assessments has increased the use of data to plan work at appropriate levels of challenge for all children
- ✓ All teachers are now confident in their use of diagnostics to inform planning and ensure progression for all children
- ✓ There is a consistent approach to literacy across the school
- ✓ We use a range of resources to take a developmental approach to reading, writing and listening and talking
- ✓ Most children are writing more often and extending their writing which is improving progress
- ✓ All staff use Highland Literacy resources effectively and consistently.
- ✓ Satisfactory progress has been made in raising attainment in literacy

**Next steps:**

- We will continue to embed the National Improvement for Writing programme. We will develop key assessment tasks in literacy to further assess and evidence learner progress.

- We will continue to develop our strategies for teaching reading comprehension, linking this with improving questioning.

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

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The campus wide breakfast for all provision means that all pupils can have breakfast at the beginning of the school day. P1-3 are provided with toast and fruit in primary while P4-7 can attend the breakfast club in the high school.

PEF pupils involved in literacy interventions have made improvements in fluency, speed and reading age and have also increased their CfE levels in literacy in at least one organiser.

## Wider achievements

### Coileanaidhean nas fharsainghe

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Children have had leadership opportunities through the pupil leadership team and their participation in school groups such as the publicity group, the Rights Respecting Schools group and the Eco Committee. They have contributed to the development of the local community by taking part in workshops to share their views on the Kinlochleven Place Plan.

Children have also raised money for charity by organising, publicising and hosting a Macmillan Coffee Afternoon and hosting a bake sale to raise money for Comic Relief.

We have taken part in trips to Glencoe to take part in an archaeological dig for social studies and travelled to Oban to visit the Ocean Explorer Centre to develop our science knowledge and skills. P6 and 7 went to Glasgow to see War Horse at the theatre with other primary schools in the Kinlochleven Associated Schools Group as part of our transition to High School programme.

In December, pupils performed a Christmas Concert featuring songs from around the world. Fèisean nan Gàidheal also provided workshops to introduce children to Gaelic song and poetry. As a result, pupils have entered the local Lochaber Mòd, winning bronze and silver medals and will compete in the Royal National Mòd in Lochaber in October 2025. Pupils were also successful at the Glencoe Flower Show this year. In May, 8 pupils had stories published in a book, 'The Magic Map.' P3/4 entered the Royal Zoological Society for Scotland's 'Name Our Lynx' competition. Their choice of the name Bluebell was picked as the national winner by the judging panel.

This year we held our first ever Mountain Learning Festival, where pupils could learn about the different skills and jobs in our local environment from a team of experts.

## Comments from learners, families, stakeholders and staff

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

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Almost all children believe that staff treat them fairly and with respect. Almost all believe that school helps them to understand and respect other people. Almost all children feel that staff help them understand how they are progressing with their schoolwork. Most children feel safe at school and believe that school offers them the opportunity to discuss their achievements outside of school.

Almost all staff find it rewarding to be a member of staff at the school and feel a valued part of the school community. All staff think the school is well led and managed.

Respect   Aspiration   Resilience   Equity



Almost all parents support the school leadership team.

## 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
<b>QI 1.3</b> Leadership of change	Satisfactory	Good
<b>QI 2.3</b> Learning, teaching and assessment	Satisfactory	Good
<b>QI 3.1</b> Wellbeing, equality and inclusion	Satisfactory	Good
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Satisfactory	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

- Learning, teaching and assessment
- Our numeracy curriculum
- Assessment and moderation

## 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 [www.kinlochlevencampus.co.uk](http://www.kinlochlevencampus.co.uk) or by contacting the school office.