



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Kinlochleven Primary School



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 94.2%	Average Class Size 24	Meeting PE Target Target Met
Pupil Numbers (inc nursery) 48	Teacher Numbers 4	Pupil Teacher Ratio 12.6

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

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Less than half	Majority

Kinlochleven Primary School is located in a rural,setting serving the local community of Kinlochleven in South Lochaber.

There are 48 children attending the school and 10 children in nursery, ranging from N3 - P7. P1 – 4 and P4-7 are taught together in two 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.

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	Writing	Listening and talking	Numeracy
Satisfactory progress	Satisfactory progress	Satisfactory progress	Satisfactory progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

At Kinlochleven 3-18 Campus we believe that a happy child is a successful child.

We work collectively and creatively with our whole school community to ensure positive and sustained success for every student. We believe that to ensure success for each of our students we need to provide a high-quality education in a safe, respectful and inclusive environment, which builds a foundation for life-long learning.

We encourage everyone on campus to embrace the following values:

Respect Aspiration Resilience Equity

As such, we feel that our school motto reflects how all of us view our school.

“Small school, big ideas”

Our aims is to produce:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

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: Raising attainment in literacy and numeracy	
School Improvement Plan Priority 1	
Summary of progress	Next steps
We have developed a progression framework for time, money, measure and angles. We have conducted an audit of our current maths resources. We have ensured our maths framework aligns with CfE benchmarks. We have introduced termly planning templates that align with the maths framework. We have mapped the opportunities for numeracy and mathematics across our topics. We have identified examples of good practice in IDL for maths and numeracy. We have shared examples of good practice in maths during staff meetings. A mapping and tree trail activity has been produced by P4-7 for P1-4. We have planned and delivered a maths/numeracy IDL on enterprise this term. Some teachers have implemented Talk for Writing in their classroom.	Carry out practical numeracy and maths work in the outdoors. All teachers to complete Talk for Writing training. All teachers to attend National Improvement in Writing programme.
Impact	

Respect

Aspiration

Resilience

Equity

Learners are experiencing more progressive maths and numeracy lessons which are contextualised to the local environment.
Teachers have an increased understanding of CfE benchmarks and use these more effectively in their planning of the maths and numeracy curriculum.
Engagement in writing has increased for key groups of pupils.

School Priority 2: Learner engagement and learner wellbeing	
School Improvement Plan Priority 2	
Summary of progress	Next steps
We have attended risk assessment training with Education Scotland. Some members of staff have attended CALMS training. This has increased knowledge and understanding of de-escalation techniques. We have reviewed behaviour and relationship protocols where appropriate. We have engaged with outside agencies to improve multi-agency working for pupils.	Review, re-draft and share a positive relationships policy for community consultation.
Impact	
There has been an increase in engagement for the relevant learners. There has been a reduction in the number of pupil-staff incident forms.	

School Priority 3: Learning, teaching and assessment	
School Improvement Plan Priority 3	
Summary of progress and impact	Next steps
Further elements of play pedagogy have been introduced using fine motor tough trays, using play	Questioning strategies to be shared with all teachers and embedded into all lessons.

Respect

Aspiration

Resilience

Equity

dough and building blocks in numeracy and junk modelling as part of IDL. Teachers have increased the use of higher order thinking skills including pupils carrying out questioning, the use of Heurisko cards and reciprocal reading cards. Teachers also differentiate questioning, using a mix of closed and open questions. P4-7 pupils have been using the literacy box to practise inference and other key skills. Teachers have introduced more pupil led learning. P3-4 pupils have engaged in more creative tasks and carried out research. P3-4 have also been involved in peer teaching with P1-2 pupils. All learners have taken part in four learning conversations throughout the year, when reflecting on key assessment tasks. Key assessment tasks have been reviewed and adapted as part of ongoing moderation activities.	Adopt and embed learner profiles using Highland Council guidelines.
Impact There has been an increase in pupil-led learning which has increased engagement. There is further evidence of learners engaging in deeper thinking and reflection. The number of P7 pupils achieving L2 literacy has increased from term. The reliability of teacher judgments has increased. The quality of verbal feedback to learners has improved. More learners are now able to identify and talk about their next steps.	

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Breakfast is provided for all pupils. All pupils can access toast and fruit in the primary school. P4-7 pupils can also access the campus breakfast club, which is provided in partnership with St. Mary's Church.

Some pupils have had health and wellbeing interventions. Engagement has improved for all these pupils.

Some pupils have been in receipt of literacy interventions. Literacy levels have improved for all these pupils.

Wider achievements

Coileanaidhean nas fharsainghe

Some pupils have attended strings, brass and woodwork lessons with HighLife Highland music instructors.

P6 pupils attended swimming lessons in Fort William.

A few pupils have attended the hydropool in Fort William.

All P4-7 pupils have taken part in shinty with the Active Schools Coordinator. All pupils took part in the school sports day.

Archaeologists from the University of Glasgow have visited the school. The use of artefacts has helped improved imaginative writing.

P4 and 5 pupils won the Royal Zoological Society competition to name a Lynx, picking the name Bluebell. Pupils had the opportunity to visit Highland Wildlife Park in Kingussie to visit Bluebell.

The Countryside Ranger has visited all classes and nursery twice to carry out outdoor learning and science lessons. Glencoe Mountain rescue talked to the P4-7 class.

An online lesson on Renewable Energy from Cruachan power station was given to P4-7.

P4-7 class visited The Aluminium Story as part of their topic work on Renewable Energy.

A few pupils took part in the Dance Platform show in Fort William with Highlife Highland.

All achievements are celebrated through weekly assemblies, as well as celebrating pupils who demonstrate our school values. Pupils are awarded a Kinloch Legend at assemblies. A photograph of achievements is added to the Wider Achievement display beside the school office.

Respect

Aspiration

Resilience

Equity

Comments from learners, families, stakeholders and staff

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

Most learners feel safe at school. Almost all pupils feel that staff treat them fairly and with respect. Almost all believe that the school helps them to understand and respect other people. Most feel they can approach staff with questions and think that staff help them to understand how they are progressing. All pupils value the wider achievement opportunities they receive, get enjoyment from these activities and like working with members of the local community and beyond.

Most partners feel that the school values their contribution and that services are appropriately signposted to potential service users and that their partnership with the school works well. A minority of partners think that the school needs to provide more information about the needs of the young people they are working with.

A next step is to regularly gather staff and parental views.

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	Choose an item.	Satisfactory
QI 2.3 Learning, teaching and assessment	Choose an item.	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	Choose an item.	Satisfactory
QI 3.2 Raising attainment and achievement/Securing children's progress	Choose an item.	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

- Self-evaluation for school improvement
- Learning, teaching and assessment
- Raising attainment and achievement

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://www.kinlochlevencampus.co.uk/our-school/school-improvement-plan/> or by contacting the school office.

Respect

Aspiration

Resilience

Equity