



Standards and Quality Report 2024 - 2025

Kilninver Primary School and ELC



Context of the school

Kilninver Primary is a mainstream, non-denominational school for all children P1-7. Kilninver currently offers 1140 hours of funded Early Learning and Childcare provision for children who have reached their third birthday.

Kilninver Primary schools serves a wide rural area to the south of Oban. There are currently 11 children attending the primary school and 3 children in the ELC. Pupils are taught in two composite classes. The school aims to provide a balanced and differentiated curriculum which meets the needs of all its pupils, enriched by our outdoor learning programme. The school has also been awarded the Silver Rights Respecting Schools Status and we are very proud of our seven Green Flags.

Our Vision

Kilninver Primary School and ELC is a small rural school with a big vision. Our children will learn through stimulated curiosity and adventure in a nurturing environment. Using all our learning spaces, including our outdoor environment and woodland area our children will be encouraged to explore, discover and be challenged. The children will be taught the key values of respect, trust, friendship and kindness which will underpinned by a focus on Children's Rights.

Our Aims:

Leadership –

- To support all staff and children to expand their curiosity and develop their leadership, through opportunities to work with others and in different settings.
- To encourage reflection by everyone in the school about their own learning and what is required to improve, thinking about further learning, building partnerships and digital skills

Teaching and learning –

- Use our curriculum pathways to support learning and development of skills for learning, life and work
- Make use of digital technology to provide personalisation, choice and to meet the needs of all our learners
- Ensuring that learning, teaching and assessment is high quality and challenges all our learners
- Provide stimulating learning environments, both indoors and outdoors to encourage active, playful learning to build skills for learning, work and life
- Plan for effective transitions for continuity of learning

Health and Wellbeing –

- Empowering our young people to make healthy choices in a caring and nurturing environment
- Ensure that targeted support and pastoral care is at the heart of meeting the needs of everyone in school
- Build supportive partnerships with families ensure inclusion and all voices are listened to.

Families and Communities –

- Engage families in the life and work of the school through sharing learning in different ways
- Involve parents in the life and work of the school through our Parent Council and with their support build effective partnerships with the local community

Attainment and Achievement –

- Have the highest expectation of all children and staff and support everyone to learn in their own way and to be the best they can be.
- Recognise that children learn in different ways and in different settings and celebrate their success and achievements outwith the school environment

Our school Values are: Friendship, Ambition, Respect

Our Expectations are: Be ready, Be safe, Be kind

Kilninver is a shared headship with Arinagour Primary school on the Island of Coll. There has been a settled staff team this year who have been ready to lead developments and learning and this has had a very positive impact on the life and work of the school, creating some very exciting IDL opportunities.

Review of SIP | Priority 1

2.3 - To improve consistency in Learning/Teaching and Assessment

Progress:

- HT Attended Leading learning authority course and became familiar with Northern Alliance Learning/Teaching/Assessment toolkit

Impact:

- There is a focus on pace and challenge for our learners as the staff are aware of the high quality messages and expectations of learning/teaching and assessment. This is evidence through a monthly quality assurance calendar and Learning evaluation Toolkit and professional learning plans. These plans will support the PRD process.
- The majority of children are on track to meet their targets and those that are working towards or not on track have individual plans to support attainment at their pace.
- Discussions at Parent Council meeting and Parent consultations process demonstrate that parents that parents are satisfied that their children are making good progress and have an improving understanding of their child's attainment

Progress:

- HT was introduced to guidance to improve learning and teaching at HT conference

Impact:

- Learning evaluation toolkits were developed to support peer observations
- Learning plan templates were developed to support evaluations of peer observations and to support professional reading and the PRD process
- There is a collaborative approach to learning and teaching which ensures that high quality learning experiences are planned for, keeping each child's learning needs at the forefront of the sessions.

Progress

- Staff have begun working through enquiry using Northern Alliance toolkit, supported by an enquiry approach led by the HT and have developed a shared understanding and consistent approaches to learning and teaching

Impact:

- There is a consistent approach to learning and teaching throughout the school, with staff having developed an agreed approach in the ways learning can be shared with children and how they can be involved in the planning process. This has created very exciting IDL approaches with literacy/numeracy and STEM embedded into the learning

Next Steps:

- **Staff will continue to engage with the Learning/teaching/Assessment enquiry process and use the Northern Alliance Toolkit to further develop understanding of high quality Learning/Teaching and Assessment**
- **Processes will continue to be developed to share learning with parents, via improved use of online profiles, sharing learning events and parental consultation.**

Review of SIP | Priority 2

2.3/3/2 – QI approach to improve writing

Progress:

- Staff have fully implemented the writing bundle into whole school writing sessions

Impact:

- Staff and children use data with some confidence to set next steps in writing
- Children can use target setting and explain ways in which they can improve their writing

Progress:

- Staff have participated in feedback and reporting on progress sessions

Impact:

- Staff are confident in sharing data and expectations of writing levels have been raised for all children
- Children have achievable writing targets
- Observations of writing sessions show a full engagement of the majority of the children in writing and they demonstrate pride in their writing when sharing with peers and family

Progress:

- Observations and discussions between teachers and HT with associated professional discussions

Impact:

- The pace of writing is increasingly challenging for all learners
- The majority of our learners are on track to achieve their expected levels, with those working toward, being supported to achieve manageable targets
- All staff have a higher expectation of writing, this is shown through IDL and STEM writing tasks.

Progress:

- Data has been collated and shared

Impact:

- The pace of learning has been monitored through the use of data and new targets introduced when evidence shows that the children are ready.
- XBRA and SNSA data demonstrate that the majority of children show good progress in writing

Next Steps:

- Professional discussions of approaches to whole school writing pedagogy to develop agreement for annual plan
- Continue whole approach to writing
- Develop plan for future training
- Develop systems to select relevant evidence and to track attainment in writing over time

Review of SIP | Priority 3

2.2/2.7 Tracking wider achievements and skills

Progress and Impact:

Progress:

- Partnerships have been developed to support a range of curriculum opportunities.

Impact:

- The children are more able to explain the skills they are developing through these opportunities and linking them to life and work opportunities. This is shown through pupil discussions using the skills trackers, evaluative comments on our online profile system and our big learning books
- The families appreciate the opportunities provided and support through funding activities to continue to extend these opportunities, their comments and ideas are recorded in the Parent Council Minutes.

Progress:

- Opportunities have been found to make use of existing processes which the children participate in

Impact:

- The children worked through the eco school process and maintained the standard, developing a range of skills through this process
- The school has developed a rights group and supports the ELC to develop a whole school approach to being a rights respecting school.

Progress:

- Systems have been developed to share development of skills and to provide feedback to parents

Impact:

- Children show greater understanding of the skills they are developing and considering next steps. This is shown through the use of the wellbeing trackers and passports and targets set and evaluated with teaching staff. These targets are shared with parents at regular intervals and evaluated
- Comments show that there is a growing understanding of how this learning can be supported at home and in the community

Next Steps:

- Developing a partnership handbook to ensure that the purpose of building the partnership is clear and to continue to improve outcomes for the learners

Review of SIP | ELC Priority

1.1 Developing self evaluation for improvement

Progress:

- Staff make greater use of Floorbooks to evaluate learning and learning spaces with the children

Impact:

- The staff are more confident about planning for and extending learning in ways that meet the needs of the pupils. Using observations and Leuven scale the children show greater engagement with the experiences

Progress:

- Evaluation sessions by staff have been agreed and completed as part of in-service days when all staff are available.

Impact:

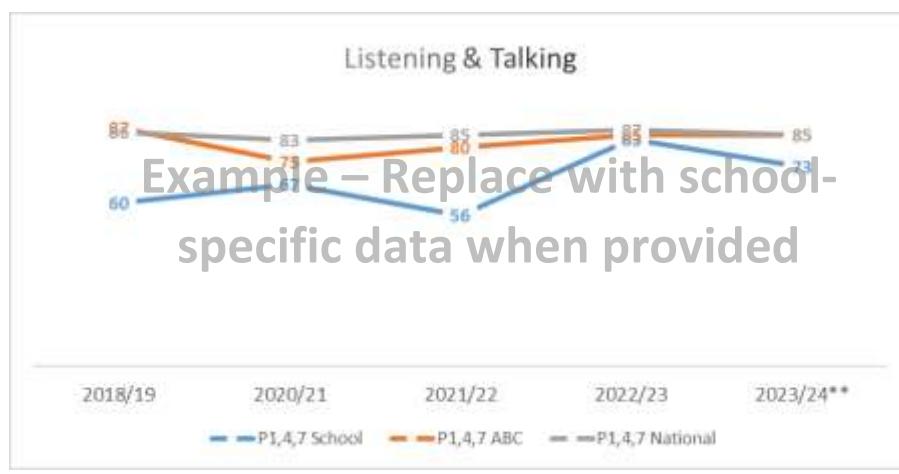
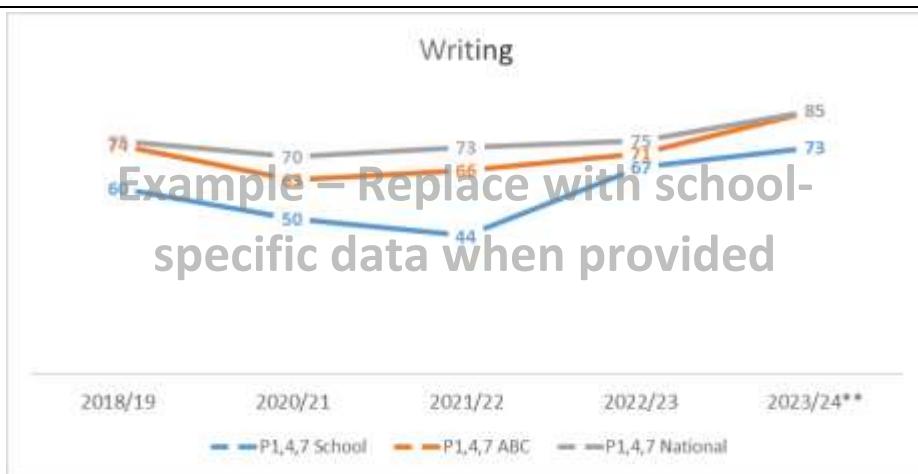
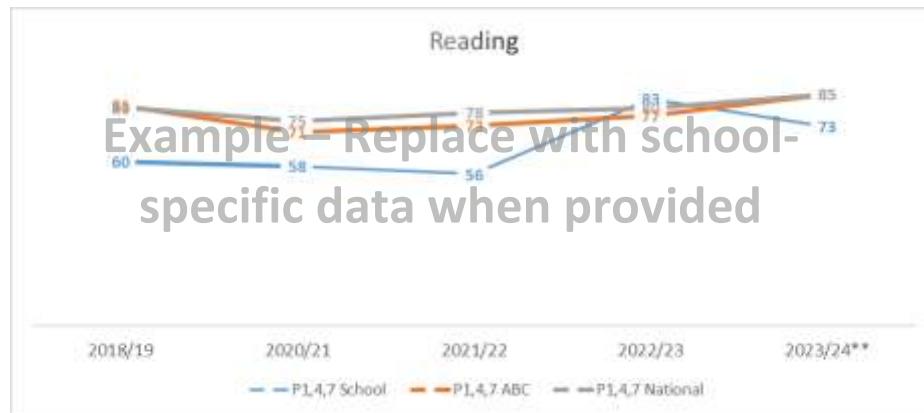
- Expectations about learning/teaching and experiences have been raised and staff more aware of expectation contained in documents – HGIOSELC
- Staff are aware of the links between evaluating learning and spaces and the children's experiences
- Staff across the setting have discussed improvements that could be made in settings and have formed support for each other
- Learning areas are being improved, both outside and indoor which is having a positive impact on children's experiences as shown in the floorbooks, PIPs and notes from meetings.

Next Steps:

- Develop an evaluative system which would focus on different Qis being evaluated each year
- Build links with other settings to explore different approaches to self evaluation

1.1 Attainment Data

Attainment of Literacy Curriculum for Excellence levels 2020/21, 2021/22, 2022/23, 2023/24 and 2024-2025 (teacher judgement – confirmed levels – 5 year trend).



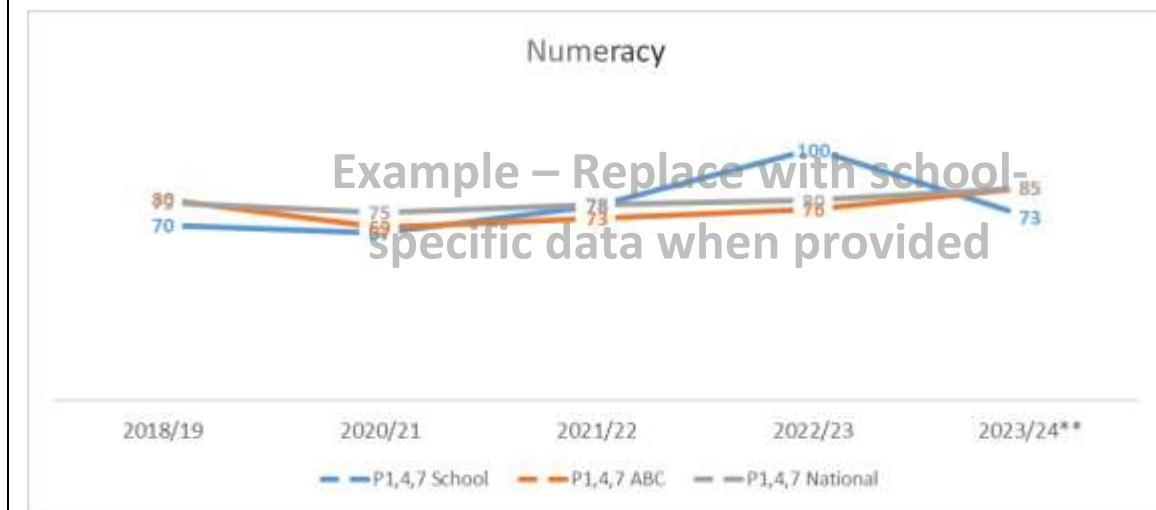
Please Note:

The above data (1.1 and 1.2) reports achievement of a level – P1/P4/P7 combined.

Due to the Covid 19 pandemic, there was no collection of ACEL data by Scottish Government in 2020.

1.2 Attainment Data

Attainment of Numeracy Curriculum for Excellence levels 2020/21, 2021/22, 2022/23, 2023/24 and 2024-2025 (teacher judgement – confirmed levels – 5 year trend).



Please Note:

The above data (1.1 and 1.2) reports achievement of a level – P1/P4/P7 combined.

Due to the Covid 19 pandemic, there was no collection of ACEL data by Scottish Government in 2020.

Wider achievements

Wider Achievement for our rural community is based on providing opportunities for our young people to engage with a range of partners and to recognise the opportunities which are provided around them and contribute to the children's understanding of skills for life, learning and work

- In partnership and funded by Kilchoan Estate the children have had the opportunity to further develop their learning about sustainability, also learning about skills which can be developed in this environment
- Our learning for sustainability programme has been further enhanced by working with Heart of Argyll and Hope Spot. Hope Spot helped us to create an animation highlighting the importance of seagrass.
- Adventure Oban supported our Road Safety Campaign and the children created banners to highlight the speed of the road outside the school

The school community also feel that it is important to look outward and to make our children aware of global issues.

- The school participated in environmental work and learning for sustainability through the Eco Schools. This year, we have maintained the standard for our Green Flag and contributed to a Marine Conservation Beach clean session with the Grab Trust. This data will be added to the Marine Conservation website
- The whole school, including ELC contributes and plans for learning about Rights. We are very proud of our Silver Rights Respecting School Award
- Supporting an extended transition with our oldest pupil as she attended a residential experience with other children in the area at Lochgoilhead Outdoor Centre. This supports the development of positive relationships for going to the hostel at Oban High School.
- Participating in partnership days with neighbouring schools, our Rights Respecting Schools Day at Craignish and Rugby sessions at Easdale

We build partnerships with a variety of organisations to further develop learning and skills in a variety of settings.

- Participating in the Fire and Rescue Service water and ice safety learning
- Developing cycling Skills with Adventure Oban

Wider achievements of our children are shared with parents through the online profile and newsletters. The children track and evaluate their achievements and learning through their targets and wellbeing passport.

Pupil Equity Funding

Summarise progress and next steps in relation to pupil equity funding

Progress: Providing Targeted intervention to support learning needs

- Resources purchased – Nessy spelling, Power of 1 and 2, Time and Multiplication Resources
- Support Interventions planned using these resources and shared with children and families.

Impact:

- Children are motivated as their targets are shared and they can see progress they are able to choose above 7 for achievement on wellbeing passport
- Parent comments about plans show that they understand learning difficulties, but appreciate that the children are making progress with the targeted support.
- Reading levels using PM reading are making progress, moving to at least one stage higher over the year
- Nessy Targets are also improving with children increasing their targets by at least 2 every term

Progress: Providing resources and support for those children experiencing times of dysregulation

- Resources purchased – noise cancelling headphones, fidget toys, cushions and desk screens and subscription to wellbeing and nurture resource TGMC
- Children are making good use of these to engage with the life and work of the classroom

Impact:

- Observations show that children are more able to engage with classroom tasks
- Wellbeing resources demonstrate that children are increasingly able to explain what the problem is and with staff support, choose to return to the classroom and continue with tasks
- Using ABC charts, staff are able to guide children to resources before they become dysregulated and the classroom remains calm for the rest of the class

Progress: to offer opportunities for wider achievement taking into consideration our rural location

- Transport for forest school, beach school, collaboration with other schools – Craignish PS Rights Respecting Day and Easdale PS – Rugby

Impact:

- Using Leuven scale and observation, most of our children score above 4 for engagement and wellbeing during these activities
- During wellbeing discussions children are able to identify ways in which these activities support wellbeing and indicate high scores in nurture, included, respected and responsible
- Our skills trackers are used with the children and they are gaining confidence at identifying skills and the ways in which they can improve their skills

Quality Indicator	How are we doing?	How do we know? (Evidence)	School Self-Evaluation (1-6) *
1.1 Self-Evaluation for Self-improvement	Staff are more able to data to discuss improvements and next steps and children are part of this process. This information is share with families at regular intervals	<ul style="list-style-type: none"> • QI writing data • XBRA discussions • Feedback from parent consultations 	3
1.3 Leadership of Change This QI also focusses on the following aspects of empowerment: <ul style="list-style-type: none"> • curriculum; • improvement activities; • parental and community engagement; and • pupil participation. 	Staff have engaged with enquiry process to improve learning/teaching/assessment. Staff understand their role and responsibilities to effect change and have taken leadership roles, to develop writing approach, developing partnerships with Estate to enhance our Outdoor Learning opportunities	<ul style="list-style-type: none"> • notes from staff meetings • enquiry process slides • notes from meetings with Estate • PRD 	3
2.3 Learning, teaching and assessment	Rights are becoming embedded in the life of the school and children and children take ownership of this process. Planning has become more streamlined using benchmarks and progression frameworks to ensure high quality learning is in place and staff know the next steps that are required to continue to improve.	<ul style="list-style-type: none"> • Clan books • Rights respecting minutes • Silver Rights respecting school award feedback • Staff plans and sharing learning plans on Seesaw for parents • Notes from enquiry activities 	3
3.1 Ensuring wellbeing, equality and inclusion	Our children tell us they feel safe in school and they enjoy learning in different ways through IDL and in our outdoor spaces. All our children feel they are supported to do their best and they enjoy sharing their achievements through sharing learning sessions with families	<ul style="list-style-type: none"> • Wellbeing passport • Children's comments and planning in IDL floor books • Seesaw • Evaluative comments after sharing learning sessions 	3
3.2 Raising attainment and achievement	Most of our children are on track to attain their expected levels. Those who are not, have individual plans to support their learning. These plans have been shared with children and families. Staff had made good use of analysing data to support improvements in writing.	<ul style="list-style-type: none"> • XBRA discussions and attainment charts • Support plans • QI writing data 	3

Evaluation 6-point Scale

- 6 Excellent
- 5 Very Good
- 4 Good
- 3 Satisfactory
- 2 Weak
- 1 Unsatisfactory