

Leadership

Since October 2024, we have been fully staffed across the school and nursery. This has given us the stability needed to drive our improvement programme this year and the successful outcomes of this were noted in our HMI Follow Up Visit conducted by two Quality Improvement Officers from Perth and Kinross Council in May 2025. (Please ask the school for a copy of this report if you have not received one.)

The focus for improvement this year has been around ensuring consistency of approaches to learning, teaching and assessment. Progress has been made in these areas, with writing as our main curriculum focus. Learning and teaching will continue to be an area of improvement that we will focus on as a school in the next session, however, we will be shifting our curriculum focus to numeracy and mathematics whilst continuing to embed the positive changes we have made to the literacy curriculum offer. In addition to this focus, staff, pupils, parents and visiting partners have been invited to take part in self-evaluation activities and this has been collated to inform the improvement plans for 2025/26, which can be seen at the bottom of this page. As always, a parent friendly version of our Quality Improvement Plan will be shared in August.



All of our primary and nursery pupils have continued to have leadership responsibilities within the school as part of either the Pupil Council, Eco Council or Digital Leaders. This year, the leadership groups have worked together to plan and lead pupil assemblies, created art projects and have planned their own stalls to run at Rannoch Fest in Term 4. These stalls will be open to the public and are aiming to raise money towards an outdoor classroom to help us to further develop our outdoor education offer.



Our children have continued to embrace the role of 'learners leading learning' and we will continue to look for opportunities to give our children more ownership over their own learning, development and experiences. The children have already voted on all four of their topics for next year and we look forward to seeing which lines of possible development they choose to follow within these topics. The Nursery pupils have taken real leadership over their own safety and continue to complete risk assessments before they use the nursery garden – the older children have done a fantastic job of modelling this process to our new younger members in the ELC. The children have continued to use the mascots that they previously created to discuss and refer to each of the wellbeing

indicators and they have also started to consider which of their Rights from the United Nations Conventions on the Rights of a Child are linked to different areas of their learning spaces.

The shared vision and aims (which can be seen on the front page) which we created in collaboration with parents, pupils and staff last year has started to become embedded in our setting. We feel that this vision really encapsulates the type of school and nursery we want to be. As we go into the next session, we will be looking to continue to embrace the vision and aims as we continue to build and develop our school ethos.

Key School Improvement Priorities 2025-26

We have identified that we have a good capacity for continuous school improvement and our key priorities for 2025-26 are to:

- Develop consistent, high-quality approaches to learning and teaching across the school.
- Implement PKC Nurturing Relationship strategies to improve wellbeing outcomes for all pupils.
- Develop leadership opportunities for new pupils in the ELC and incorporate a UNCRC Rights based approach to learning within the nursery.
- Work with our Local Management Group partner schools to improve Learning, Teaching and Assessment.

KINLOCH RANNOCH PRIMARY SCHOOL AND NURSERY



Standards and Quality Report 2024/25



Our Vision

We strive to create a **happy** and **safe** learning community that is inclusive and supports every child to be successful. As a **team** we want to encourage children to become creative, resilient and aspirational lifelong learners.

Our aim is to develop:

- R**esponsible Citizens
- A**ctive Learners
- N**urtured and Kind Characters
- N**etworks within our local community
- O**ptimistic and Successful Pupils
- C**reative Individuals
- H**elpful Contributors

Our Values



School Self-Evaluation

1.3 Leadership of change	Good
2.3 Learning, teaching and assessment	Satisfactory
3.1 Ensuring wellbeing, equity and inclusion	Good
3.2 Raising attainment and achievement	Satisfactory

Nursery Self-Evaluation

1.3 Leadership of change	Good
2.3 Learning, teaching and assessment	Very Good
3.1 Ensuring wellbeing, equity and inclusion	Good
3.2 Securing children's progress	Very Good

Attendance, Attainment and Achievement

Evaluative Terminology	
All	100%
Almost all	91 - 99%
Most	76 - 90%
Majority	51 - 75%
Less (or fewer) than half	16 - 50%
Few	Up to 15%

Our assessment, tracking systems and professional discussions (including moderation sessions with local schools) show that *most* of our pupils are now achieving the expected levels in Literacy and Numeracy. Almost all learners are on track towards achieving their individual targets, with some children ahead of time and exceeding expectations. Staff continue to use progression pathways, trackers, national benchmarks and moderation activities to support professional judgments. This has been an area of focus to ensure there is consistency across our teaching team. Next session we be developing our use of assessments to ensure we are identifying all gaps in learning that need to be addressed and working with the children to set clear next step targets. Almost all pupils with identified needs have achieved their personal targets, with all pupils receiving regular, targeted support. We have continued to use our Pupil Equity Funding to invest in resources to develop phonic knowledge, reinforce number skills and work on sentence structure. There have also been personalised interventions created to help children develop social and emotional skills. The impact of these interventions can be seen in the improvement of the quality and quantity of outcomes across all areas of the curriculum. All pupils in the ELC are meeting their developmental milestones.

Across the school and nursery, we have continued to celebrate wider achievements. Children are given the opportunity to share their wider achievements in our weekly celebration assemblies, children are asked to share any examples of how they have demonstrated the value of the week (which they vote on at the end of each assembly) and we also have a more general wider achievements section. This has given the children a chance to share with the whole school any achievements they have had both within and outwith school. We have continued to run our popular lunchtime clubs, which were voted on each term by the children. These clubs are at lunchtime with no charge to ensure that all children have the opportunity to attend and to develop new skills. The clubs this year have been knitting and crochet, drawing and Lego, board games, ukulele and cooking. These clubs are on offer to all of our nursery and primary pupils.



Attendance

There has continued to be a year-on-year improvement in whole school attendance. The biggest impact on our school attendance is families taking holidays during term time. The school will continue to work with our community to improve attendance in the next session.

June 2023	June 2024	June 2025
92.4.4%	94.45%	94.71%

These statistics are recorded in terms of the average attendance for each pupil.

Learning

Almost all children in both the nursery and primary have developed an increased level of emotional literacy through their engagement with Emotion Works and the use of shared language across the school. This has allowed children to develop their vocabulary around emotions, meaning that they can be more accurate when talking about their own feelings and it has helped them to consider the size and scale of their emotions and reactions. It has also helped children to become more aware of their personal triggers and how this impacts their behaviour, as well as helping most children to be able to implement regulation strategies to help them when they are struggling with an emotion. Due to this we have been awarded the Bronze Level award from Emotion Works for both the primary and the nursery, and both settings are quickly working towards achieving Silver!

Within the ELC, practitioners are skilled at listening to the children's interests and views and using these to create a series of intentional learning opportunities. These are linked to the Curriculum for Excellence to ensure that there is appropriate coverage of the entire curriculum, taught through a series of play based activities that link to the children's chosen topics. Children are involved in their own assessment of learning when they revisit these planned activities through the floorbook and are encouraged to discuss their views on the learning and outcomes.

Our curriculum provision is continuously evaluated and redesigned to meet the interests and needs of learners within our specific context. All pupils are involved in the creation of our curriculum and have the opportunity to ask key questions to lead our learning journey through topics. Learning experiences are beginning to be differentiated appropriately to ensure they are challenging and reflect assessment of need for all learners.

We have also begun to evaluate and extend our family learning offers, seeking parental views on what they would like to attend. In Term 4 we have run two successful family learning sessions in partnership with Perth and Kinross Countryside Trust as we have started working towards their 'Wild Journey' certificates. We have started to have better attendance at family events, with this year's Sports Day having the highest recorded attendance from parents.

Children are developing their understanding of Learning for Sustainability and how this helps them to develop skills for life, learning and work as well as having an awareness of the need to look after the environment around them and take actions to live more sustainable lifestyles. Our approaches to learning look for ways to add real life context to the curriculum, for example our current topic is Rannoch Fest 2025! Within this topic, children have had the opportunity to learn about persuasive writing and create their own leaflets to promote our festival, which they then went and delivered around the village. They are learning about fast fashion and sustainable choices and are creating their own outfits using donated clothes and materials – the outcomes of their sewing projects will be modelled at Rannoch Fest. They are also developing their musical skills by learning songs, reading music and playing a variety of instruments in preparation for their performances.



Our learning in numeracy is underpinned by the ethos and structure of a mastery approach. Staff development in this area will be a focus in the next session. Literacy has been the focus of our improvement plan this session and teaching staff have undertaken professional development in this area to ensure they are planning for progression within and across units of work. Children have been fully engaged in these lessons and are challenging themselves to improve their writing. Writing sessions have been linked with termly topics and the quality and quantity of writing work produced by children has increased throughout the year showing better engagement from all pupils.