Standards and Quality Report 2024 - 2025

KILCREGGAN PRIMARY SCHOOL

AND

EARLY LEARNING AND CHILDCARE CENTRE

Context of the school

Including some or all of the following:
- **basic school details (roll, class composition etc.)**
- **school vision, value and aims;**
- **local contextual issues;**
- **factors affecting progress (e.g. staffing changes/issues).**

Kilcreggan Primary School was built in 1971. It is considered by the Scottish Government to be a rural school. The school building consists of four good-sized attractive classrooms and an Early Learning and Childcare Centre (ELCC) which was added in Session 2017-18. School meals are cooked on the premises by 3 catering staff. The ELCC is able to accommodate 40 children each session. The ELC environment now offers more opportunities for children to explore the outdoors from an adjoining outdoor learning space. The ELCC provides the expected national requirement for engagement in outdoor learning activities.

During Session 2024-2025, the school leadership structure is: a Head Teacher and 1 Principal Teacher. The school has four classes and a teaching allocation of FTE 5.5. This session the class structure was P1/2, P3/4, P6/5 and P6/7. The school has a long term temporary teacher covering a staff member on secondment to deliver STEM across schools in Argyll and Bute. The school has a Support for Learning teacher for 1 day per week. The school has 5 support staff including 3 ASN Assistants and 2 Clerical / Classroom Assistants.

Pre-school education for children aged three and four is provided. This session, places for eligible 2 year old were provided. The ELCC has staffing levels of 1:8 in place for 3 and 4yr olds and 1:5 for 2 year olds. Two full time Childcare and Education Workers, one permanent and one long term temporary, and one part time in post.

The school roll is 75 children and our ELCC role is 12 children. 64 families make up our school and ELCC family body. We have families who flexi-school their children for part of the week.

The school's attendance rate over the session is 95.11%.

Our Vision is Creativity Inspiring Learning. The school has 1 event each term for children to showcase their learning which conveys our vision. All stakeholders are invited to attend these events. Our Values are Care, Co-operation, Respect and Leadership. These are the themes for our assemblies and our monthly 'Above and Beeyond' Awards. We work in close partnership with our local minister who supports the pastoral needs of the school. Reverend Murdoch leads assemblies based on our School Values.

Our Aims are based on the UNCRC Rights of the Child, and Argyll and Bute's Education Vision and Strategy. We hold a Gold Rights Respecting School Award.

Aims of Kilcreggan Primary School and ELCC are:

1. Prepare our learners for positive destinations through innovative and creative approaches to learning and teaching based on research
2. Uphold the rights of all young people and provide opportunities for learner's actions to impact on issues affecting the rights and wellbeing of others globally
3. Encourage learners to be active citizens in their communities by being reflective and providing a coherent, relevant curriculum which promotes curiosity and problem solving
4. Use our data to support continuous improvement and provide equity of opportunity, ensuring we celebrate all learners' academic and wider achievements

This session has seen the school working in partnership with many Educational and Community partners. Wellbeing has been supported by our Educational Psychology Team, The Exchange Counselling Service, and the School Nurse Team. Our Young Carers have a staff Champion in school to support them and a member of staff Champions our Service families. We have continued to work with the Community Council on projects to support the sustainability of the Kilcreggan Community for future years.

Review of SIP | Priority 1 and 2

Improving Learning, Teaching and Assessment Approaches and Improving Attainment in Writing

Progress and Impact:

For the purpose of this report, some aspects of Priority 1: Improving Learning, Teaching and Assessment Approaches and Priority 2: Improving Attainment in Writing are being reported on jointly.

- **100% of P1 – 7 teachers have improved knowledge and skills in creating Learning Intentions and Success criteria which influence pedagogy.**

Evidence demonstrates very good progress being made since September 2024. During Leadership Quality Assurance observations, 100% of lessons observed had comments made regarding the need for improvement of Success Criteria in at least 1 way.

100% of staff engaged with professional reading and dialogue, collaboratively created a High Quality Lesson Exemplar and attended a CLPL session on Learning Intentions and Success Criteria. These approaches have supported this improvement and can be evidenced in Collegiate Meeting notes, Collegiate Calendars and staff CLPL notebooks.

100% of all teachers indicated that they are now confident in creating Learning Intentions and Success Criteria for their lessons. In a questionnaire, staff commented that, over time, their understanding of the purpose and phrasing of Success Criteria had improved. They are now composed as skills or knowledge based and co-created with the children rather than procedural descriptors of the lesson.

Anecdotal evidence from staff demonstrates that this work has positively impacted learning and / or engagement. All staff reported that learners are actively using the Success Criteria to be accountable for the quality of the work they are producing. Some staff reported that learners were more engaged in activities they had created their own Success Criteria for, particularly in outdoor learning where tasks were meta skills based.

- **100% of staff PRD conversations will show professional development activities matching their writing**

At the time of writing, some Professional Review and Development (PRD) meetings are still pending. However, all staff have engaged in the Argyll and Bute CLPL sessions focused on Effective Questioning, Learning Intentions, and Success Criteria, with almost all also attending training on Writing Pedagogy.

As a result, it is expected that these areas of professional development will be a consistent and prominent focus across PRD documentation, demonstrating a collective commitment to improving teaching practice and learner outcomes.

- **100% of Peer Observations demonstrate skills focused Success Criteria**

100% of Peer Observations, where Learning Intentions and Success Criteria was a focus, demonstrated that learners were engaging with them throughout the lesson. 87.5% of lessons evidenced learners co-creating the lesson Success Criteria. The 12.5% difference can be explained by the lesson being a new context for learners and the class teacher had to lead the initial setting Learning Intentions and Success Criteria setting discussion.

In 100% of Peer Observations, Learning Intentions and Success Criteria were visible, regularly reflected on with learners evaluating their progress towards meeting them.

- **At least 90% of children can explain the skills they are learning in lessons**

During a recent discussion with a representative sample of learners across the school, 70% could clearly identify the skills they were developing in their current lesson. This was corroborated by the learning intention and success criteria and skill focus displayed in classrooms, suggesting a connection between teaching intent and student perception. While this figure still falls short of the school's target, it marks a notable improvement from the previous session's data, indicating positive progress. The upward trend suggests that recent strategies to enhance learners' awareness of skill development - such as skills focused lesson success criteria and more explicit teacher modelling are beginning to take effect. However, further work is required to ensure that all learners, particularly the remaining 30%, are consistently able to identify and articulate the skills they are developing in every lesson.

- **At least 90% of P1, 4 and 7 children will increase their XBRA results by at least 1 progress measure**

All staff engaged in CLPL to upskill their teaching pedagogy in teaching writing skills. 50% of staff report that they are now either confident or very confident in teaching Writing skills following the focus on Writing pedagogy. All staff commented on the Talk for Writing approach and the Writing Strategies Workshop having had a significant positive impact on learners by fostering deeper thinking, active engagement, and greater independence in their learning.

All staff referenced talk being an essential part of the writing process and all said that their teaching of writing has evolved by using talk more regularly as part of the writing process. Almost all staff have implemented writing 'short bursts' to provide learners with consistent writing practice to help improve literacy skills, including grammar, vocabulary, and sentence structure, making it easier for children to express their thoughts clearly and effectively. Some staff have observed increased engagement from reluctant writers using these approaches to scaffold the writing process.

While developing skills in the writing process, teacher skills in effective questioning were also developed. Following CLPL sessions in Effective Questioning, most staff report that their practices have changed and questioning has become more impactful for their assessment of learner understanding.

50% of staff report they regularly use questioning strategies to check for deeper understanding using questions such as, 'How do you know…..?' and 'Prove it….' explanations. As a result, some teachers report that children are asking more questions about their learning and developing their leadership of their learning.

As a result of this work, 89% of P1, 4 and 7 learners increase their Writing attainment progress measure by at least 1 between August 2024 and May 2025. This is evidenced in the XBRA entries in Seemis, school tracking and assessment folders.

- **Reduction in the number of children who sit at 'same' on XBRA progress over a year**

Analysis of XBRA Writing attainment data shows a positive shift in learner progress over time. Between February 2023 and February 2024, 17% of learners showed no movement in their Writing progress measure.

In contrast, this figure dropped to 9% in the following year (February 2024 to February 2025), marking an 8% reduction.

This improvement is likely attributed to targeted school and cluster-level moderation, a strengthened focus on Writing pedagogy through professional learning, and more rigorous engagement with CfE Benchmarks during attainment meetings. These measures appear to be driving more consistent progression in learners' writing.

- **There will be at least a 30% decrease in learners who are identified as 'amber' i.e. 'working towards' in P2,3,5 and 6**

In August 2025, Writing attainment sat at 23% of learners in P2,3,5 and 6 identified as 'amber' i.e. 'working towards' their next level/XBRA progress measure. In May 2025, this figure increased to 27%.

Although 2 year groups reduced the number of learners on 'amber', 2 year groups increased the number of 'amber' learners.

This overall rise can be explained by a range of interrelated factors. Firstly there was a significant increase in wellbeing needs for one year group which impacted on the focus for Learning Support. During Term 1 and Term 2, Pupil Equity Funding was being used to support improving writing attainment. During Term 3 and 4, there had to be a re-focussing on the use of PEF funding due to the Wellbeing needs of some learners in the school.

Secondly, some learners have required longer than expected to consolidate the foundations skills in writing, particularly moving from achieving First Level and moving on to the next progress measure. Staff have reflected that a key feature of the rise in 'amber' learners is that many of these children are not regularly engaging in reading for enjoyment at home with parents. This is impacting not only the quality and quantity of writing learners are producing, but also on the engagement and motivation of learners towards the writing process.

- **To design, develop, and implement a Teaching, Learning and Assessment Toolkit by March 2025 that provides staff with accessible, evidence-informed strategies to support high-quality, inclusive classroom practice.**

Following engagement with professional reading, including Bruce Robertson's *The Teaching Delusion*, all staff collaborated meaningfully to co-create a Teaching, Learning and Assessment Toolkit. This resource was designed to serve as both a quality assurance tool - used during Leadership Team and peer observation; and a framework for ongoing professional reflection and development.

Staff feedback indicates that the Toolkit has been highly effective in promoting a shared understanding of what constitutes high-quality learning and teaching. It has provided a clear reference point for identifying the key features of effective lessons and has been widely used as a tool for self-evaluation and reflective practice.

Almost all staff reported that the Toolkit offered a helpful and focused structure during lesson observations, supporting both observers and those being observed to engage in professional dialogue rooted in shared expectations. Staff indicated that the document either completely or to a great extent enhanced clarity around teaching expectations and pedagogical approaches. It was also seen as instrumental in promoting ambitious and high expectations for learners, with all staff agreeing that it has contributed to greater consistency of practice across classrooms.

Crucially, the process of co-developing the Toolkit was itself a powerful professional learning experience. Staff highlighted that the collaborative development phase fostered rich discussions about pedagogy and encouraged deeper engagement with evidence-informed practice. Several staff have used the Toolkit as a springboard for further professional learning, identifying personal areas for growth and seeking out relevant CLPL opportunities independently.

This work represents a significant step forward in embedding a culture of shared accountability, reflective practice, and high-quality teaching and learning across the school.

Next Steps:

- To sustain and further raise the engagement and motivation of learners in the writing process through the use of responsive pedagogy, learner voice, and high-quality feedback.

Review of SIP | Priority 3

To Develop a Comprehensive Framework Underpinning Learning, Teaching and Assessment Reflecting Our School Community.

Progress and Impact:

- **100% of teaching staff will show an increased understanding of curriculum design**

Survey results indicate a strong foundational understanding among staff, with 100% agreeing or strongly agreeing that they grasp the purpose and intent of our Curriculum Rationale. Staff could articulate its aims consistently, reflecting a shared vision. However, confidence in communicating this beyond the school remains limited. The fact that 75% reported only being 'somewhat' confident—and equally, 75% did not feel fully prepared to explain it to a wider audience—highlights a clear need for a continued focus on professional development in this area next session.

- **Successful completion of infographic encompassed local and national guidance**

The successful completion of the infographic reflects a clear alignment with both local and national guidance. It demonstrates an understanding of key policy drivers, including curriculum priorities and strategic frameworks, ensuring the content is not only relevant but also encompassing current expectations. By incorporating these guidelines, the infographic effectively communicates essential information in a way that supports both school-level planning and broader educational aims.

- **Gaps in curriculum are identified for focus of reviewed curriculum**

Stakeholder feedback, evidenced on an ideas poster and transferred onto a mind-map version of our Curriculum Rationale, showed strong recognition of its alignment with the school's Vision, Values, and Aims. Many highlighted its relevance to learner needs and future workforce demands. Notably, their reflections echoed our own curriculum audit, reinforcing key gaps in current pathways that will need to be addressed.

- **Gaps are identified within new curriculum rationale statement/infographic**

All Staff contributed actively to developing the layers underpinning our refreshed Curriculum Rationale. Gaps in current coverage were clearly identified and highlighted for action. These will inform the next phase, where the curriculum planning framework will be updated to address the omissions and ensure broader alignment with current CfE refresh guidance.

Staff consensus suggests that the refreshed Curriculum Rationale is well-aligned with learner needs, with all staff agreeing its relevance and effectiveness. This strong endorsement indicates confidence in the rationale's direction, though ongoing reflection and evaluation will be important to ensure it continues to meet evolving learner needs.

- **Increase of at least 10% in learner's feelings of being included in our school**

At the beginning of the academic year, SHANARRI wellbeing data indicated that 71% of learners felt included, scoring 8 or above out of 10 for the 'Included' indicator. However, by May 2025, this percentage had dropped to 35%, signalling a notable decline in learners' sense of inclusion within the school environment.

This downward trend prompted a reflective discussion with learners, revealing that the reduction in perceived inclusion was largely relationship-based. Specifically, learners expressed concerns that their rights, as outlined in the UNCRC, were not consistently upheld by their peers. These included:

- **Article 31:** The right to play and relax.

- **Article 12:** The right to express views and be heard.

- **Article 13:** The right to seek, receive and share information freely.

Learners felt that peer interactions were, at times, inhibitive of these rights, particularly in social and unstructured settings. This perception suggests a decline in respectful and nurturing peer relationships, impacting the broader school ethos and children's sense of belonging and safety.

These findings are further corroborated by parental concerns communicated via email, as well as pupil feedback indicating that behaviour across the school is not consistently respectful. The combined evidence strongly points to the need for a strategic focus on nurture principles, respectful relationships, and positive behaviour approaches in the upcoming session.

Despite these concerns, it is noteworthy that learners did feel included in decision-making around learning contexts and aspects of school life. However, they also identified this as an area with room for growth, indicating a desire for more meaningful and consistent opportunities to contribute.

- **100% of targeted stakeholders are able to describe our refreshed rationale and its elements**

Progress on our Curriculum Rationale took longer than expected. This has delayed planned stakeholder and community engagement.

While the rationale and its supporting framework are now complete, there was insufficient time this Session to share it more widely. This will be addressed as a priority on next session's Maintenance Agenda, with plans to incorporate it into assemblies and practical parent workshops to ensure meaningful engagement.

Next Steps:

- To refresh the school's Interdisciplinary Learning (IDL) curriculum, using the refreshed OCTF and Curriculum Rationale to ensure relevance, progression, and learner engagement.
- To strengthen and embed a whole-school culture rooted in nurture principles, respectful relationships, and positive behaviour approaches.

Review of SIP | ELC Priority

Develop Planning Approaches to Meet the Needs of All Learners

Progress and Impact:

In preparation for a revised planning approach, all ELCC staff engaged in high-quality professional dialogue with practitioners from other establishments and Cluster Leads. This was supported by professional reading of both national (e.g., *How Good Is Our Early Learning and Childcare* (HGIOELCC), *Curriculum for Excellence and Benchmarks*, *Developmental Milestones*, *The Quality Improvement Framework*) and local guidance (*OCTF*, *3 Assets Approach*). This professional learning created a strong foundation for change and was especially relevant given the expansion of our learner age group to include 2 year olds alongside our existing cohort of 3 and 4 year olds.

Following a careful review of best practices and identification of key drivers for interest-led planning, staff collaboratively developed a new planning format. In consultation with the children, the new planning format was called, '*The Curious Learner'*. This framework was piloted during Term 2 and self-evaluated for effectiveness, with input gathered from parents. Based on this evaluation, refinements were made to enhance the focus on skills development, and the revised format was fully implemented in Term 3. The planning journey and successive improvements were documented in the ELCC Self-Improvement Floor Book, providing evidence of reflective practice and responsive pedagogy.

A review of the finalised planning format in May 2025, involving parent consultation, indicated strong approval. Almost all parents agreed that the key planning drivers: child-led, spontaneous, flexible, individualised, and paced appropriately, effectively supported their child's learning journey. This feedback supports the revised approach and aligns well with parental expectations and the developmental needs of our learners.

Survey responses did highlight an area for improvement: increasing the frequency and clarity with which children's learning journeys are shared with parents. This will be a key focus moving forward, ensuring that communication is as responsive and inclusive as the planning itself.

To further evaluate the impact of the new planning model, we sought comparative feedback from parents whose children had been in their second year at the ELCC. All reported feeling more engaged in their child's learning this session than in the previous one. They cited the child-centred, interest-based nature of the *'Curious Learner'* planning approach as a key strength, describing it as more tailored and meaningful. One parent highlighted significant developmental progress during the child's focus week and attributed this to the quality of dialogue with staff and the targeted nature of the planning.

- **Observations show that 100% of children spend longer at an activity**

Given the spontaneous and dynamic nature of child-led play, it proved challenging to gather clear evidence on whether learners sustained longer periods of engagement at individual activities. However, data gathered through the use of a 'floor map' provided some insight. The mapping showed a reduction in the number of different activities accessed by learners within a 20-minute timeframe. This suggests a possible increase in sustained engagement, as learners appeared to remain at fewer activities for longer durations.

While this is a positive indicator, the data does not reflect the quality of engagement or the depth of learning taking place. To make more robust evaluations of the impact of child-led play on sustained, high-quality learning experiences, more detailed qualitative evidence e.g. more focused observations. These would help assess the nature of the learner's interactions, their levels of involvement, and the learning taking place during play.

- **100% of children can say they have chosen to learn about the activity they are doing**

100% of learners indicated they had made their own decision to come and play in the area they were accessing. They explained that this was where they liked to play, they played here because their friend was here too. This highlights the value of a child-led approach in fostering independent decision-making and supporting social development through peer interactions.

- **100% of children's learning journey and curriculum breadth will look different**

Analysis of children's learning journeys shows that 100% of learners followed personalised paths, as evidenced through their individual learning folders. These clearly illustrate the varied interests, developmental stages, and learning styles across the cohort, demonstrating the success of our approach in supporting personalised and responsive planning/learning.

Alongside this, experiences explored by all learners are beginning to be documented in the shared floor book, which captures collective learning through the lens of the Four Capacities. This dual approach of personalised learning journeys alongside shared group experiences, highlights a balanced curriculum that supports both individual development and collaborative learning.

- **At least 90% of parents share some learning from home with ELCC staff**

Analysis of learner's learning journey folders demonstrates almost all parents shared learning from home during their week as *'The Curious Learner'*. This demonstrates the strong partnership working the ELCC staff and parents share, collaborating together to create meaningful opportunities for skills development.

Next Steps:

- To create more opportunities for parents be involved in their child's learning journey
- To align the planning template with the new Quality Improvement Framework

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).
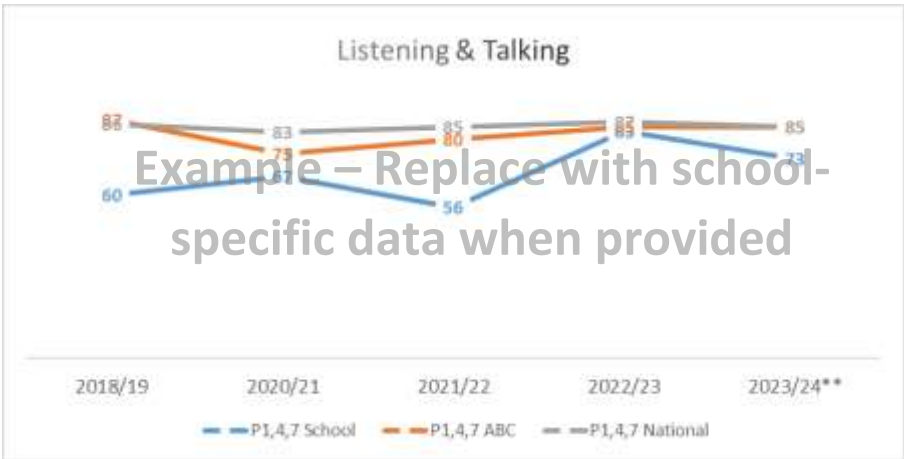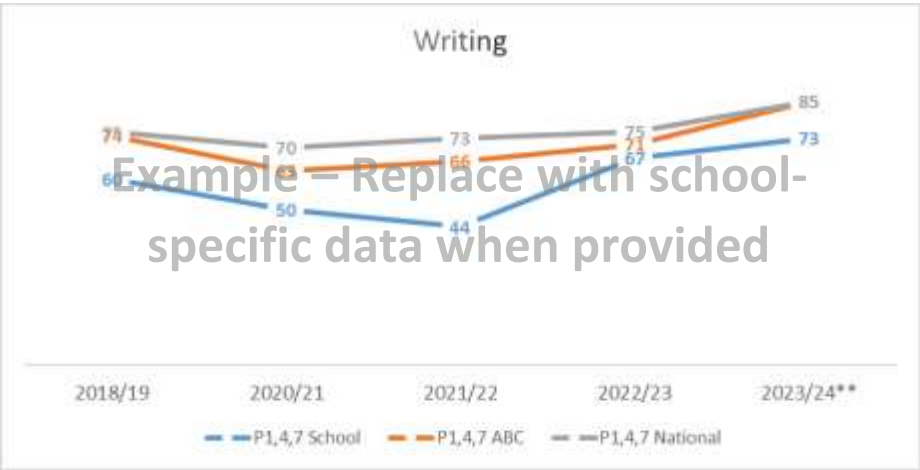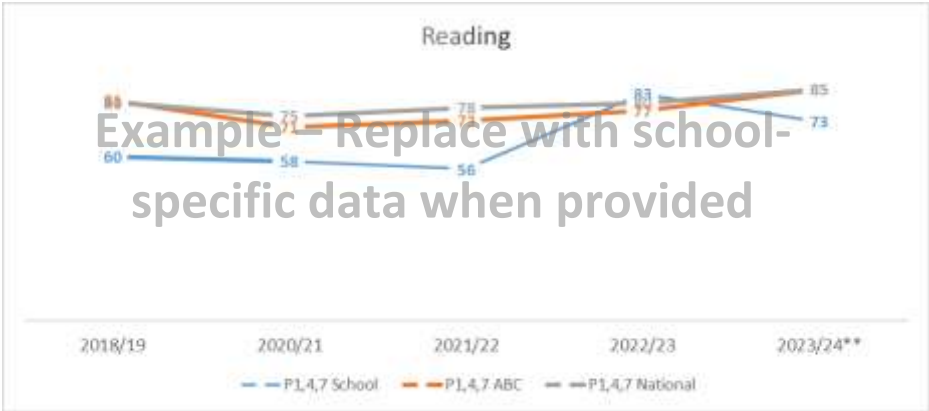
Please Note:

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).
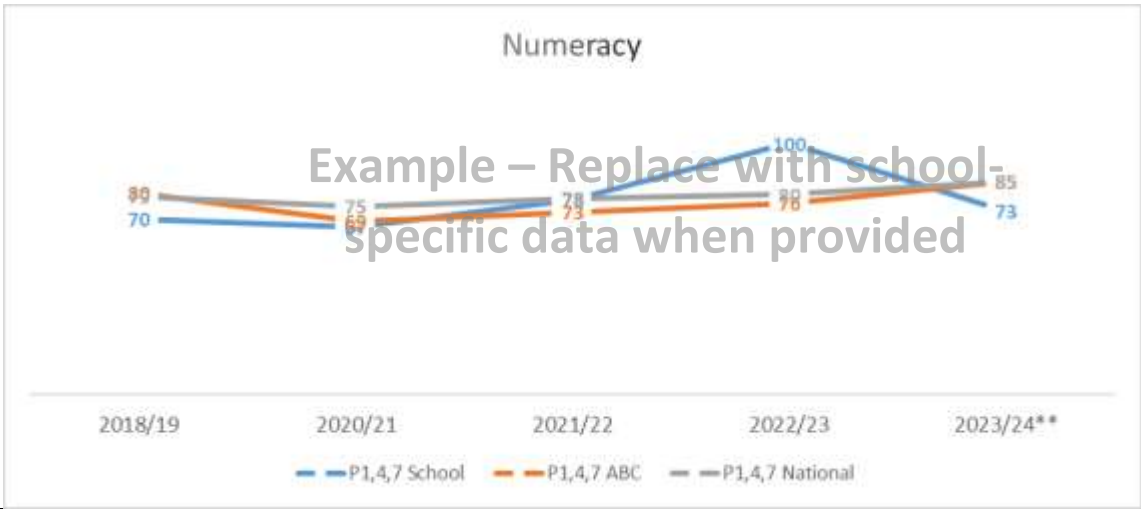

Please Note:

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

- **What opportunities for wider achievement were offered?**
- **What systems are in place to track and monitor participation?**
- **How have you addressed any gaps in participation?**

Analysis of our Wider Achievement Tracker revealed that 81% of learners were participating in after-school clubs out of school, leaving 19% without access to such opportunities.

In response, we consulted pupils to identify their interests and used this feedback to expand our range of school-based after-school clubs. This learner-led approach led to 84% of learners engaging with school run clubs this session.

Importantly, 13% of those previously not involved in parentally supported clubs took part in school-based clubs, resulting in an overall participation rate of 95%. This reflects a significant improvement in learner engagement and access to wider achievement opportunities. However, a small percentage of learners remain disengaged, suggesting a continued need to explore and address potential barriers to participation.

A range of after-school clubs was offered to learners during the year, tailored to different interests and skills. The following percentages show the proportion of learners who attended each club, based on cohorts invited to access:

- British Sign Language (BSL) **– 9%**
- Nature **– 27%**
- Games **– 27%**
- Origami **– 28%**
- Sewing **– 40%**
- Football **– 42%**
- Board Games **– 47%**
- Netball **– 49%**
- Dance **– 57%**
- Forces **– 89%**

The variation in participation rates suggests that while our offer was broad, there is scope to better align club content and delivery with learner preferences and potential barriers to attendance. Ongoing evaluation and learner voice will be key to refining future provision and ensuring equity of access across all clubs.

The continuation of the Bikeability programme for our Primary 6 learners, and its extension to Primary 7's who had not previously participated, reflects our ongoing commitment to promoting active travel and road safety.

This year's delivery was strengthened by the involvement of both a Class Teacher and a parent volunteer who undertook the necessary Bikeability training. This demonstrates strong community engagement and staff commitment. As a result, 42% of eligible learners participated.

While uptake could be improved, the qualitative impact has been clear: participating learners showed marked gains in cycling confidence, technical competence, and road safety awareness. This indicates the programme is effective for those who take part, though future efforts need to focus on increasing engagement across the full cohort.

A group of Primary 5–7 learners participated in the Christian Aid Netball Tournament, building on the skills developed through our Netball Club. This opportunity allowed pupils to apply their learning in a competitive, real-world context, promoting not only physical skill development but also confidence, resilience, and teamwork. Competing against schools from Helensburgh and Lomond fostered a sense of pride and school representation.

Over the course of the year, the whole school engaged in a wide variety of themed events designed to enhance learning, promote our school values, develop the 4 capacities and most importantly, many articles within the UNCRC.

- **Maths Week Scotland** successfully developed number skills through outdoor, practical activities, with a noticeable boost in learners' confidence and enthusiasm for practical problem-solving.
- **Anti-Bullying Week** centred on the theme of respect, prompting meaningful discussions that contributed to a more inclusive and supportive school environment.
- **World Book Day** celebrated reading and imagination, fostering creativity through storytelling and writing activities.
- Events such as **Lots of Socks Day** raised awareness of Down Syndrome, promoting empathy, respect for difference, and deeper understanding among learners.
- The **Month of the Military Child** united the school community in support of forces families through inclusive activities such as wearing purple, participating in an art competition, and listening to peers with military backgrounds experiences.
- **Careers Day**, organised by the DYW Citizenship Group promoted partnership working between the school and wider community. It highlighted to learners a wide range of careers beyond what they see in their daily life, encouraging them to be ambitious. The day helped challenge stereotypes related to gender, background, or abilities as well as showing the relevance of school subjects to real jobs.

Collectively, these events enhanced learners' social awareness, while also strengthening a positive, respectful school ethos. Continued use of themed events remains a valuable strategy for promoting both curricular and wider wellbeing outcomes.

Our Primary 7 class participated in weekly outdoor learning sessions within the local community, effectively developing skills across curricular areas such as health and wellbeing, science, and social studies as well as meta skills such as independence, problem-solving, and a connection with the natural environment.

Demonstrating leadership and responsibility, the Primary 7s also planned and delivered a whole-school Outdoor Day. This event successfully engaged learners of all stages and included strong parental involvement, strengthening our school-community links. Activities such as worm dancing, den building, orienteering, and natural art fostered creativity, teamwork, and physical activity in an enjoyable and meaningful context. The initiative not only supported skills progression but also promoted pupil voice, leadership - one of our school values, and wider achievement.

Wider Experiences

Our Parent Council played a key role in enhancing learners' cultural experiences by raising funds through an Autumn Fair, which helped support a whole-school visit to the Peter Pan pantomime in Glasgow. The school ensured that cost was not a barrier for families and enabled every learner to attend. This collaborative effort between parents and staff demonstrated strong community partnership and a shared commitment to equity and inclusion.

In Term 2, we hosted a highly successful *Creativity Inspiring Learning Showcase*, which welcomed parents and representatives from the Cove and Kilcreggan Community Council. Centred around the theme *"Be Confident, Be Prepared!"* - in response to a challenge set by the Community Council, this event provided a rich, real-world learning context that engaged learners across the school in creative, critical, and collaborative problem-solving.

Each class responded to the natural disaster preparedness theme with enthusiasm and innovation. Primary 1/2 designed and explained Emergency Grab Bags, thoughtfully including essential items such as torches, water, and handmade soft toys to provide emotional comfort. Primary 3/4 explored the Water Cycle and constructed a Lego house to demonstrate the effects of flooding. Primary 5/6 and Primary 6/7 produced detailed models of emergency kits and proposed structural improvements to buildings to enhance resilience and safety.

Learners confidently communicated their ideas to parents and Community Council members. The event demonstrated progression in skills such as communication, teamwork, and problem-solving, while also fostering community links and raising awareness about emergency preparedness. Overall, the

showcase exemplified the power of context-rich, learner-led experiences to deepen understanding and promote active, engaged learning across the curriculum.

To celebrate Robbie Burns Afternoon, we welcomed members of the Lochside Community Guild to join us for a diverse programme of poetry recitals, Scottish Country Dancing, and traditional Scots songs. This event provided an opportunity for learners to showcase their talents and engage with Scotland's cultural heritage. Performing in front of a live audience helped build pupils' confidence and presentation skills, while the informal conversations with visitors encouraged intergenerational dialogue and community connection. Feedback from our guests was overwhelmingly positive, with particular praise for the children's confident delivery and visible enthusiasm. The event not only strengthened learners' expressive arts and communication skills but also deepened their cultural understanding and sense of pride in Scottish traditions.

This session, our Primary 5/6 learners engaged with the *Discovering the World of Arabic* programme, developed by SCILT in partnership with Qatar Foundation International. This programme offered learners an introduction to Arabic language and culture. Delivered over a ten-week block by fluent Arabic-speaking teachers, the course provided our learners to explore one of the world's most widely spoken languages. In addition to acquiring basic language skills, pupils also developed a broader understanding of Arab cultures through engaging and interactive lessons. As part of the programme, funding was also provided to support a class visit to a mosque in Glasgow. This enriching experience gave learners the chance to deepen their understanding of Islamic culture.

To support extra-curricular club delivery, four teachers from our school attended an LTA (Lawn Tennis Association) training session focused on the effective teaching of tennis and the progression of related skills. As a result of participating in the training, the school received £250 in funding to invest in tennis equipment. The teachers found the workshop highly beneficial, equipping them with the confidence, knowledge, and practical skills needed to deliver quality tennis lessons to pupils.

Pupil Equity Funding

Summarise progress and next steps in relation to Pupil Equity Funding

Progress and Impact:

In Terms 3 and 4, the strategic focus of PEF was adapted in response to emerging learner needs. Following consultation with Staff, the Parent Council and the target group of parents, the decision was made to prioritise wellbeing through a targeted nurture approach. This shift reflects a responsive and evidence-informed use of resources, ensuring that support was directed where it could have the greatest impact on engagement and readiness to learn for identified learners.

Progress in addressing dysregulation has been constrained by both the complexity of learners' needs and the physical limitations of the school environment. These factors have hindered the consistent implementation of targeted interventions. Additionally, the capacity of staff to gather robust data to measure impact limits the ability to fully evaluate the effectiveness of current approaches. This highlights a need for more structured data collection methods and creative use of available space to support regulation strategies more effectively.

Reduce Frequency of Incidents

- **Aim: Decrease recorded behaviour incidents by 10% by the end of May**

Between January and March 2025, across the school, 22 incidents of dysregulated behaviour were recorded via the Accidents and Incidents reporting system, decreasing to 9 incidents between April and the end of May.

While this reduction is encouraging and above the aim, it is difficult to attribute the change solely to the implemented nurturing approach. The decline is likely the result of multiple contributing factors, highlighting the complexity of evaluating impact in this area. Continued monitoring and further triangulation of data will be essential to better understand the effectiveness of specific interventions.

Improve Self-Regulation Skills

- **Aim: Implement and track use of co-regulation and self-regulation strategies with identified learners, aiming for a measurable increase in consistency in approach and independent use.**

Questionnaire feedback from staff, parents, and learners indicates that there is a strong and consistent approach across the school in the use of strategies that support both co-regulation and the development of self-regulation. This consistency has been a key strength in supporting learners when they experience dysregulation, contributing to a predictable, supportive and safe environment.

The widespread understanding and application of these strategies by staff and parents, have provided a secure framework for responding to dysregulation in a calm and individualised manner. As a result, learners are more likely to feel safe and contained during moments of emotional distress.

Feedback also highlights our next step: while strategies are in place and effective when led by adults, learners still rely heavily on adult intervention, either from staff or parents, to regulate themselves during periods of dysregulation. This suggests that while co-regulation practices are well embedded, the progression towards independent use of self-regulation strategies remains underdeveloped for many learners.

This insight points to the need for an increased focus on building learners' capacity to recognise and manage their emotions independently. This includes opportunities to rehearse, reflect on, and internalise

strategies when in a calm state, as well as to develop greater emotional literacy and self-awareness.

Increase Engagement in Learning

- **Aim: Increase time on in-class tasks for target pupils**

In Term 4, there was a notable increase in both the number of learners accessing the classroom and the duration of their task engagement, indicating a positive shift in motivation. Learner feedback highlighted hat creative activities, such as music, drama, art, and performance, played a key role in sustaining interest and improving classroom engagement.

While peer and staff relationships remained generally positive, managing positive relationships with other learners continued to challenge learners' ability to self-regulate and respond to co-regulation strategies effectively.

By embedding play and learner interests into daily routines, staff have created environments where trust, collaboration, and peer empathy are promoted. These approaches have provided meaningful opportunities for learners to connect with one another in low-pressure, engaging contexts that support social development. This has been particularly impactful for learners who may otherwise find it challenging to initiate or sustain social interactions.

Core literacy and numeracy remained most successfully delivered in quieter, more structured settings outside the classroom, suggesting that these environments still offer the optimal conditions for focused learning in these areas.

Staff Training on De-escalation and Trauma-Informed Practice

- **Aim: Targeted professional learning and evaluate its impact on staff confidence**

Professional Review and Development (PRD) conversations with Support Staff have provided valuable insights into current strengths and areas for development in supporting the needs of our learners. A recurring theme has been the need for further professional development in understanding and responding to the needs of neurodiverse learners.

While some staff have had the opportunity to engage with training focused on emotional wellbeing and resilience, delivered by *The Exchange* and all staff participated in ADHD training delivered by our Educational Psychology Team during the most recent In-Service Day, staff feedback indicates that these inputs, while beneficial, represent initial steps rather than a comprehensive response to the diversity of need within our school population.

There is a clear and consistent message emerging from PRD discussions and feedback that staff are committed to inclusive practice but require a deeper, more sustained programme of professional learning to feel fully equipped. This includes the need for practical strategies, a stronger understanding of specific neurodiverse conditions and support in adapting environments and communication approaches to meet individual needs more effectively.

Strengthen Positive Relationships

- **Aim: Increase consistent positive adult and peer interactions**

Learner questionnaire feedback indicates that the implementation of nurturing approaches across the school has had a broadly positive impact on learners' emotional wellbeing and peer relationships. Learners reported feeling more positive and co-operative in their interactions with peers, noting a greater sense of emotional awareness and control during moments of conflict. While such instances have not

been eliminated, the shift in learners' responses suggests early signs of emotional development and a developing capacity for self-regulation.

Importantly, learners expressed increased confidence in engaging with new learning experiences and in articulating their wants and needs. This is an encouraging indication that nurturing practices are contributing to a more psychologically safe learning environment.

Learners also consistently reported that they feel comfortable and secure with the adults around them, especially those who consistently model nurturing approaches. This reinforces the value of nurtured adult-learner relationships and the central role of emotionally available adults in creating a supportive and responsive school climate.

While the improvements are described by learners as *slight*, they represent a meaningful and measurable shift in the right direction, particularly in the context of emotional wellbeing, confidence, and peer relationships. These early outcomes suggest that continued embedding of nurturing approaches, alongside reflective practice and targeted interventions, will be key to sustaining and deepening this progress.

Quality Indicator	How are we doing?	How do we know? (Evidence)	School Self-Evaluation (1-6) *
1.1 Self-Evaluation for Self-improvement	- Self-evaluation is integral to how we work within our community and is an ongoing feature of school life. - The whole school community has a shared understanding of the strengths and improvement needs of the school - Across the year, there is focused attention on monitoring and evaluating learning and teaching and children's achievements, and to taking improvements forward. - Staff work effectively as a team. There is a strong ethos of sharing practice, and of peer support and challenge. - Professional learning activities for all staff are clearly linked to the results of self-evaluation and identified areas for improvement. - Staff make effective use of up-to-date research/data from Scotland and beyond to inform their learning and developments. - Teachers use a range of different assessments to measure children's progress across the curriculum. They work effectively with colleagues across the learning community to moderate standards.	- Evidence 'posters' displaying views after consultation on The Curriculum Rationale, improving writing, The curriculum content. After events feedback - PRD/Professional Update paperwork - Classroom/Playroom observations by HT and teacher observation feedback - Termly evaluations by teachers - Planning documents - Emails to parents and their replies - Moderation paperwork, uploaded to Moderation platform - Assessment data and planning following meetings/notes - Jotter work, displays, assessment folders, ELCC floor book, learners folders (ELCC) - Questionnaires and feedback to parents - Regular meeting notes as whole school and in smaller teams - ELCC continuous evaluation of resources, environment and planned experiences. - Sharing of knowledge from courses - Regular discussions in ELCC to track children's progress, and next steps	3 more work to be done in gathering learners evaluation

		• Regular attainment meetings to discuss progress and support • Learning support discussions with SfL teacher • Research based strategic change in SIP priorities	
1.3 Leadership of Change **This QI also focusses on the following aspects of empowerment:** • **curriculum;** • **improvement activities;** • **parental and community engagement; and** • **pupil participation.**	• Head teachers empower staff and take steps to develop leadership at all levels to improve the overall capacity of the school. • Senior leaders create the conditions for effective leadership at all levels and as a result all staff undertake leadership roles which focus on leading learning. • All staff participate in individual and collective professional learning which improves outcomes for learners. • Staff engage regularly in professional dialogue to develop collective understanding. For example, shared understanding of standards, pedagogy, assessment and strategies for raising attainment. • Senior leaders facilitate a range of approaches to professional learning to enable staff to learn with and from each other. Where appropriate, this includes learning with colleagues across sectors and with partner agencies. • There is a very strong focus on improving learning among staff across the school. • Staff are confident in discussing how they have improved their practice as a result of their professional learning activities	• Whole school planning sessions • Range of assessment strategies in place: SNSA, AR, Sumdog, Puma assessments • Use of moderation cycle in planning • Involvement in cluster High Quality assessment moderation • Citizenship groups ensure our children's voices are being heard and being active citizens in school, the locality or the world. • Quality observations using new toolkit • GIRFEC and SHANARRI approach • Sound knowledge of the children • Experienced staff (PRD and Training record information) • Emerging literacy tracking • Displays and jotters have quality assurance expectations • Leading their learning – IDL plans on displays of what children want to learn • Planning documents encompassing RRS, Digital Technologies and Meta skills approach • Assessment folders • Use of Google Classroom	4

		• Seesaw to show learning journey on a daily and termly basis ELCC and P1/2) • Knowing and assessing where our children are on their developmental milestones, using this to help progress development • Individualised approaches to planning in ELCC involving parents and learners in the new planning format • PEF used to raise attainment in literacy • Creativity Inspiring Learning termly showcases		
2.3 **Learning, teaching and assessment**	• Learners play an active role in the school and wider community and regularly take on leadership roles, including leading learning. • Staff access and apply relevant findings from educational research to improve learning and teaching. • A quality body of evidence is used to support assessment judgements and decisions about next steps • Processes for assessment and reporting are manageable and very effective in informing improvements in learning and teaching. • Tracking and monitoring are well-understood and used effectively to secure improved outcomes for all learners, including the most deprived children and young people and those who are looked after. • All teachers have developed skills of data analysis which are focused on improvement.	• Whole school planning sessions • Involvement in cluster High Quality assessment moderation • Use of moderation cycle in planning • Range of assessment strategies in place: SNSA, AR, Sumdog, Puma assessments • Citizenship groups ensure our children's voices are being heard and being active citizens in school, the locality or the world. • Quality observations using new toolkit • GIRFEC and SHANARRI approach • Sound knowledge of the children • Experienced staff (PRD and Training record information) • Emerging literacy tracking • Displays and jotters have quality assurance expectations		4

		• Leading their learning – IDL plans on displays of what children want to learn • Planning documents encompassing RRS, Digital Technologies and Meta skills approach • Assessment folders • Use of Google Classroom • Seesaw to show learning journey on a daily and termly basis (ELCC and P1/2) • Knowing and assessing where our children are on their developmental milestones, using this to help progress development • Individualised approaches to planning in ELCC involving parents and learners in the new planning format • PEF used to raise attainment in literacy • Creativity Inspiring Learning termly showcases • Book Bug sessions for ELCC and P1-3	
3.1 **Ensuring wellbeing, equality and inclusion**	• The whole learning community has a shared understanding of wellbeing and the children's rights. • All staff and partners model behaviour which promotes and supports the wellbeing of all. • All staff and partners are sensitive and responsive to the wellbeing of each individual child and colleague. • Staff, children and young people know, understand and use the wellbeing indicators as an integral feature of school life	• PEF used to support wellbeing and nurture approaches with staff and learners • Training of staff in school specific disabilities to fully support engaging all learners • Views and emails from parents demonstrating their awareness of how the school is meeting the needs of all learners • Rights, Pupil Council, Outdoor and DYW Citizenship groups continued in Term 2 and 3	4

	- Staff and partners have created an environment where children and young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about. - All staff engage in regular professional learning to ensure they are fully up-to-date with local, national and, where appropriate, international legislation affecting the rights, wellbeing and inclusion of all children and young people.	- Safe spaces and calm corners in each classroom - Vision, Values and Aims statement - All classes agree and display their Class Charter. Used as a regular tool for upholding rights of others - PAThS curriculum supports issues arising in classes - Nurture teacher supporting the school on a weekly basis in term 4 - All staff attended training on the May Inservice Day on neurodiversity awareness - School specific diversity celebrated - Lots of Socks Day, Purple Day - Rights and School values theme of assemblies - New lunch hall charter designed by RRS group following a survey by learners - Positive relationships and a focus on behaviour in SIP for next session based on learner feedback to RRS group - Regular timetabled CPM's to discuss progress and identify needs - Regular progress check-ins with link Educational Psychologist - Termly check-ins with Virtual Head Teacher for Care Experienced learners - Training from SLT colleagues for all staff to support language and communication - Young Carers ambassador identified in school

		• Referrals to The Exchange has resulted in an increase in learners receiving support his session • Discussions with parents re learner needs arising/supporting learner and parent needs	
3.2 Raising attainment and achievement	• Attainment levels in literacy and numeracy are a central feature of the school's priorities for improvement and are raising attainment. • Good progress is demonstrated through robust tracking of attainment over time in core curriculum areas for all stages • The school's data demonstrates our current learners are making good progress. • Confident teacher judgements together with benchmarking and an appropriate range of assessments are leading to improvements in attainment. • Children and young people are fully engaged in their learning and participate in decision-making about their learning pathways and future career aspirations.	• Track, observe and plan together as a team, evidence within tracking folders • Use differentiation • Intervention strategies with PEF - literacy and wellbeing • Support for Learning Teacher targeting Numeracy attainment • High expectations of all learners • Continuously strive to improve our practice and tracking to find out where gaps are and address them. Teaching Toolkit will give consistency of teaching and learning • DYW Citizenship group showcase - beginning to develop learners awareness of ambition and be aspirational	4 consistency of approaches needed

Evaluation 6-point Scale

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