



sustainable thriving achieving

East Dunbartonshire Council

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Killermont Primary School



Standards and Quality Report

2022/23

Our School Vision: Never Give Up, Never Give In. Educating our pupils for life.

Killermont Primary School is situated on the east side of Bearsden, within a residential, suburban community. We have a bright, attractive, open plan building with a good range of modern facilities. The roll has increased steadily over the last 7 years, and an extension of 3 classrooms and adjustments to some internal spaces was completed in 2020. An outdoor, multi-use games area has been added this session.

The roll in June 2023 is 455 pupils, organised into 14 classes. The school staffing for the current session is 24.39 full time equivalent teachers. Placing requests account for 2% of our pupils. The school community is almost all formed from SIMD bands 15-20. The ethnic background of the school is 79% white UK, the other 21% from Asian ethnic backgrounds. There is an international feel to the community with a few families from across Europe and the Americas too. 9% of our pupils are bilingual.

We believe strong, supportive, and nurturing relationships are key to our school community thriving together. Relationships at all levels are based on our key values of kindness, honesty, respect, and fairness.

All learners are encouraged to be engaged and involved in the life of the school. Pupils are actively consulted about their views and any decisions which may affect their lives. Our children have a clear sense of moral justice and want to make our school, our community, and our world better. We have had an ECO School Scotland Green Flag since 2004! Other pupil committees include Pupil Council, Sports Committee, Digital Leaders, Pupil Learning Forum, Junior Road Safety Officer's and House Captains. We actively encourage pupils, staff, and parents to take leadership roles to develop our committee work in the ways they want to.

There are high standards of behaviour across the school based on our school negotiated charters. Our Relationship and Behaviour Strategy, 'The Killermont Way' and Anti- Bullying Policy outline a range of strategies consistently applied to promote positive behaviour.

High expectations are set for learning. Developing key literacy and numeracy skills are fundamental to our curriculum rationale. Our Learning Powers are promoted across all classes and give a clear skills framework. We know our pupils very well and their progress is tracked carefully and those not achieving their full potential are quickly identified, supported, and encouraged. Almost all pupils are highly engaged in their learning and are making very good progress through the Curriculum for Excellence levels.

Opportunities to ensure achievement through a wide range of activities are promoted across the school. We recognise individual achievement by regularly sharing at assembly. Out of school events and success in competitions / awards are also shared at assemblies, in newsletters, on our website and via Twitter. Children identify with this ethos of achievement and have a strong belief that they can be successful locally and nationally too. We are proud of our pupils who are confident, aware of their responsibilities and have a positive "can do" attitude. We are very aware of the challenges of the rapidly changing and increasingly globalised world our children are part of and work to further embed creativity, resilience, and other employability skills, via our well established Killermont Learning Powers.

We recognise the quality of teaching and learning and assessment in our school as being paramount to continuing to secure educational improvement and raising attainment. Our Professional Learning programme is key to helping us deliver very high-quality learning and teaching and this will continue to be developed over the coming session.

Progress in School Improvement Plan (SIP) priorities

School priority 1: Learning & Teaching: Writing	
<p>NIF Priority Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children</p> <p>NIF Driver curriculum and assessment performance information</p>	<p>HGIOS?4 QIs</p> <p>QI 2.3 Learning, Teaching & Assessment</p> <p>QI 3.2 Raising attainment and achievement</p>
<p>Progress and Impact:</p> <p>This priority began in August 2021 following a dip in writing attainment due to school closures in response to the Covid pandemic. Since then, as a staff, we have developed an innovative writing process and continue to apply this to support our pupils to make very good progress with their writing skills. This year we provided more opportunities for storytelling, drama and talking & listening to help the children prepare for their writing. Making links to other aspects of learning has also continued to be developed, for example Primary 7 used their learning on the Second World War to write comprehensive, engaging, and entertaining biographies about key World War II figures.</p> <p>A key aspect of our process is the continued use of pupil writing trios. This builds on the collaborative learning aspect of our metacognitive learning powers and is very much promoted across all aspects of learning. During an Education Scotland National Thematic Inspection visit in May 2023 the HM Inspector stated that the observation of this approach was strong and a feature of highly effective practice.</p> <p>Moderation activities also took place this session with staff visiting each other's classes and supporting colleagues through professional dialogue and collegiate working. Following this, the teachers noted their next steps for the teaching of writing. This included the Primary 1 teacher providing more opportunities for peer assessment with their pupils, while second level staff are considering how outdoor learning could better support the writing process and the introduction of a "prove it" box for children to complete rather than just highlighting success criteria.</p> <p>Additional online resources were purchased with £260 of Pupil Equity Funding. These resources are used by staff to provide a WAGOLL (What a good one looks like). The use of a WAGOLL has become a key part of our writing process to provide a stimulus to support children with ideas and examples.</p> <p>By June 2023 writing attainment across the school continues to be very strong with almost all learners on track at their appropriate level. Primary 7 pupils have made very good progress with their writing attainment over time, moving from the majority of pupils attaining their levels in Primary 5 to almost all in Primary 7.</p> <p>Next Steps: Collegiate time will be provided for staff to moderate writing across the stages.</p>	

School priority 2: The Curriculum: Interdisciplinary Learning & Pupil Enquiry Based Learning

NIF Priority Improvement in attainment, particularly in literacy and numeracy.
Improvement in skills and sustained, positive school-leaver destinations for all

NIF Driver teacher professionalism
curriculum and assessment

HGIOS?4 QIs

QI 2.2 Curriculum

QI 2.3 Learning, Teaching & Assessment

Progress and Impact:

Professional learning during staff collegiate sessions and teachers own professional development time, has given the opportunity to strengthen their knowledge and understanding of Interdisciplinary Learning (IDL). IDL is an approach to learning that brings subjects together in one coherent programme or project. IDL enables pupils to learn new knowledge and skills, draw on prior knowledge, apply their thinking across subject areas and develop skills for life, learning and work. Our aim was for pupils to benefit from well-planned high quality interdisciplinary approaches within relevant and engaging contexts regularly across the school session.

During August- November 2022, an IDL working party was formed, which consisted of teachers across various stages of the school, to engage in further reading about IDL. One of the main documents that they used was a thought paper from Education Scotland titled "Interdisciplinary Learning: ambitious learning for an increasingly complex world." The group worked collaboratively to devise IDL planning formats and shared these with class teachers during a collegiate session. These planning formats were piloted this session by class teachers as they planned learning experiences, within Social Studies using the History context - People, Past Events and Societies.

Across the stages of the school, pupils learned about different themes from the past which included: Toys, Transport, The Vikings, Scottish Wars of Independence, Mary Queen of Scots, and WW2. These contexts were relevant, motivating and engaging and pupils developed their competences, aptitudes, knowledge, and skills through subjects coming together in one coherent project. During planning, the pupils had an increased voice about their learning and were given opportunities to lead aspects of their own learning through well planned IDL experiences.

Teachers collaborated with each other and various partners to plan and deliver effective learning experiences for their pupils. Our strong partnership with Sustrans continued, supporting our teachers to explore green spaces in our local community. Sustrans staff worked collaboratively with class teachers in P3-P5, to plan led walks to the local woods enriching the IDL experience for pupils. Primary 3's Viking themed walk was particularly successful. One pupil commented "I loved the first walk best when we made our Viking shields and worked together to create Viking boats"

This academic session saw a welcome return to class trips and family sharing learning sessions. Trips enhanced and supported pupils' learning within social studies/IDL projects and included visits to The Riverside Museum, Vikingar, Bannockburn and Stirling Castle. Pupils were also excited to be able to share their learning with their parents again. Each class invited parents into the school to highlight their learning either within Social Studies or another curricular area. The turnout for these events was very good with almost all parents attending. These events were

pupil led with children designing how the learning was shared as well as organising, and presenting it in a creative way. Parent feedback was incredibly positive, many commented on the confidence of the presentations. In the case of Primary 6 this was to a large audience of more than 120 parents. Parents also expressed their delight at being back in the school again, something that had been strongly requested in feedback at the end of last session. The positive opportunities for sharing learning with parents across the school were also highlighted to the HM Inspector during the National Thematic Inspection parents focus group on May 2023. In feedback to the SLT the HM Inspector noted as a strength the teachers understanding of the features of high quality IDL.

Three members of staff attended the EDC PEBL professional learning sessions this year. Other schools have shared good practice of how they have taken pupil enquiry-based learning forward in their own context. Given the frameworks and programmes already in place in Killermont, the view has been taken that as a staff we will look at how we can develop more opportunities to ensure our learners become independent enquirers and be given more opportunities to lead their own learning within our own context. This will be a focus for the 23/24 School Improvement Plan.

Next Steps: Teachers will further develop their knowledge and understanding of IDL. They will continue to use this approach when planning effective learning, teaching, and assessment, within relevant and motivating contexts, making effective use of partners to enrich learning experiences.

Teachers will also be given collegiate time to explore a range of effective approaches for pupil led learning. They will engage in professional reading, reflection, and dialogue with colleagues and through consultation with learners, provide effective opportunities for pupils to lead their learning.

School priority 3: Learning for Sustainability: Outdoor Learning

<p>NIF Priority Improvement in children and young people's health and wellbeing Placing the human rights and needs of every child and young person at the centre</p> <p>NIF Driver parent / carer involvement and engagement school leadership</p>	<p>HGIOS?4 QIs QI 2.3 Learning, Teaching & Assessment QI 2.7 Partnerships</p>
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Progress and Impact:

“The journey through education for any child in Scotland must include opportunities for a series of planned, quality outdoor learning experiences” (Curriculum for Excellence Outdoor Learning, 2010)

Outdoor Learning sits within the context of Learning for Sustainability and is a cross cutting theme of the Curriculum for Excellence. This is the first year of this development and we aim for every pupil to benefit from a range of high-quality Outdoor Learning experiences to complement and enhance our curriculum.

Staff have worked together to begin to develop a whole-school approach to outdoor learning where pupils can make meaningful connections between their learning experiences and the

world around them. These opportunities will allow for the further development of skills for learning, life, and work.

Staff have strongly benefitted from our partnership working with Learning Through Landscapes (LtL), funded by £1685 of Pupil Equity Funding. In October, we spent a day discussing ways in which our outdoor space could be better used to enhance learning, to think through outdoor routines and to explore practical ideas for quality outdoor learning. LtL returned to work with pupils and staff to audit and devise plans to improve our school grounds. Parents also participated to give their input to inform the recommendations.

The success of a Local Schools Nature Grant application funded by the People's Postcode Lottery in conjunction with LtL, provided £500 of 'Loose Parts' resources, a further curricular-focused staff training session and access to the membership area of LtL with a wealth of resources to inspire our committed staff.

Teachers are planning more regular outdoor learning experiences enhancing engagement levels across a variety of curricular areas. From October 22 to April 23 the hours spent outdoors has increased by collectively around 15 hours per week. Outdoor literacy experiences across the school have increased from 20% of classes getting outside across a two-week period in October 2022 to 80% of classes learning outdoors in a two-week period in April 2023. While for numeracy outdoor learning experiences have increased from 35% in October 2022 to 70% in April 2023, within a two-week period. Science is another curricular area where the time spent outdoors has increased from 15% of classes learning science outdoors in October 22 to 31% in April 2022. Our motivated staff, who have growing confidence is using the outdoors environment are fully committed to delivering high quality outdoor learning activities. We aim to continue to embed and enhance this by further developing our shared vision for Outdoor Learning.

Bikeability continues to be a strong feature of our curriculum offer, supported by East Dunbartonshire Outdoor Education Team and Sustrans.

Almost all pupils at P5 completed Bikeability 1, while almost all pupils at Primary 6 completed Bikeability 2. Led rides into Kelvingrove Park and the Riverside Museum, Glasgow, were enjoyed by almost all Primary 7 pupils, allowing them to apply the skills they had learned during their previous Bikeability training.

Our Eco Committee have consulted with their classes about how to make our outdoor space work better. Our pupils want the school grounds to support a variety of play and learning experiences and helped select resources with these aims in mind. These included, new picnic benches strategically placed by the ECO Committee to allow a surface to write at when learning outdoors, as well as an area to relax and chat face to face with friends at break times. Den cubes and grass topped storage benches, used to provide more secluded Reading Spaces, a popular place especially for many Primary 5 pupils around World Book Day. Storage sheds, trolleys and den building equipment were among the other resources ordered to support our staff and pupils in their adventures outside the classroom. In total £7054 of PEF (Pupil Equity Funding) has been spent on outdoor resources this year to help us provide a well organised and resourced environment.

Some of the recognised main benefits of Outdoor Learning include improved mental and physical wellbeing; increased engagement; developing skills such as teamwork and cooperation, creativity, and imagination; and building a greater appreciation for the natural world. In a pupil survey, almost all pupils highlighted that they had very much enjoyed more learning outdoors opportunities this session and wanted these to be extended. Feedback from the pupils included "I can better use my creative learning power outside" another said "I like that there is more space outdoors" Teachers have noted a strong motivation from their classes to engage in outdoor learning and can see a clear benefit to the health and wellbeing of learners. Teacher confidence in using the outdoors for learning has increased from 2.7 out of 5 in October 2022 to 3.69 in April

2023. An outdoor learning working party will continue to offer support and encouragement to staff and signpost them to appropriate resources and supports.

EDC have also this year funded a multi-use games area (Muga) on the area at the front of the school. This large purpose-built space will allow all year access to our grounds and will provide a wonderful space for outdoor PE (Physical Education) lessons as well as other outdoor learning activities. Following the Learning Through Landscapes outdoor audit the Head Teacher and Depute Head Teacher have worked with the EDC Asset's Team and the contractors to try and influence the landscaping and final finishes to the area surrounding the Muga.

Next Steps: The further development of outdoor learning will remain a feature of future school improvement plans including developing staff understanding of loose parts play, lead teachers liaising with EDC STEM (Science, Technology, Engineering and Mathematics) development officer to support outdoor learning, use of observations to inform planning, effective use of our local greenspace and opportunities for pupil led learning.

Progress in National Improvement Framework (NIF) priorities:

Placing the human needs and rights of every child and young person at the centre of education

We are a Gold Rights Respecting School, which shows our deep and thorough commitment to promoting and realising children's rights and encouraging adults, children, and young people to respect the rights of others in school. Our community also has a shared understanding of wellbeing and how we make the best use of "Getting It Right for Every Child," the Scottish Government's response to putting the Rights of the Child into legislation. We continue to place the UNCRC (United Nations Convention on the Rights of the Child) at the heart of our school ethos, curriculum, and community.

Our two P7 Pupil Forum representatives played an active role in the first year of the EDC pupil forum, 'My Voice, My Choice'. They made very good use of the WOSDEC (The West of Scotland Development Education Centre) training on gathering pupil views and liaised well with other pupil committees and classes, to seek views on key aspects of our school including learning and teaching and curriculum design. These views have informed our next School improvement plan and we will continue to find effective ways to promote pupil voice and participation in Killermont.

Improvement in children and young people's health and wellbeing

From 2018 till 2022 health and wellbeing was a major focus of our school improvement plan. During those years we have developed a range of strategies, approaches and interventions that can be deployed to support our pupils. While EDC provide Lifelink counselling to pupils from Primary 6, our school community has for a number of years had access to counselling for younger children supporting early intervention. We used £3300 of our PEF funding to provide 1-1 counselling to pupils below Primary 6. An 11-week block was provided by The Spark, pre-intervention information is gathered from parents, teachers and the pupils to help formulate individually tailored and targeted interventions. Following the sessions, further information was gathered for comparative purposes to identify any changes with the child following engagement with The Spark. Parents and teachers both noted improvements in Emotional Problems and Total Difficulties post the interventions. Children reported an overall improvement or maintenance across all of the wellbeing indicators, most significantly in the areas of Respected, Included,

Nurtured and Responsible. One parent noted “my child’s confidence in social settings has improved a lot, and they are generally more relaxed and carefree”. PEF funding will continue to be used in session 23/24 to provide this very valuable service.

We continue to look wide for additional ways of supporting children and staff’s wellbeing using the wide range of professional learning opportunities that staff have been involved with over recent years. GIRFEC (Getting it Right for Every Child) is at the heart of all we do at Killermont and is about ensuring all aspects of a child and young person’s development is considered and supported. Wellbeing affects all aspects of our lives, including our learning, our health, our relationships, and our happiness. The life and ethos of the school will continue to be used to deliver messages, respond to, and support the mental, emotional, social, and physical wellbeing needs of our whole community. Wellbeing questionnaires continue to be completed by all pupils from P4-7 and in addition P6&7 pupils have this year taken part in the SHINE Pupil Mental Health survey. These results are scrutinised by staff and issues and trends analysed and actions taken.

Closing the attainment gap between the most and least disadvantaged children and young people

We know our children and families very well. Our Senior Leadership Team have worked in the school and early years centre over many years and have strong relationships with our families. Data has been built up and analysed to give a clear picture of where support is required. As well as attainment we consider attendance, engagement, and motivation levels. Additional staffing of a government funded teacher and an additional Classroom Assistant that we were allocated from August 2023 have been deployed over this session to support our most vulnerable pupils. The focus for this has been interventions in aspects of literacy and numeracy.

Improvement in attainment, particularly in literacy and numeracy

In combined results across P1, P4 and P7 almost all pupils are attaining appropriate levels and a few have exceeded these particularly in writing. Our school data tracker demonstrates our current learners are making very good progress. Attainment over time is strong. Since 2016/17 data for achievement of Curriculum for Excellence levels has remained consistently above national averages.

Compared to East Dunbartonshire Council levels our 2021/22 attainment was higher than the average at P1, P4 and P7 in all areas.

Achievement of Curriculum for Excellence (ACEL) data

ACEL data at the end of June 2023				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	almost all	most	all	all
First level by end of P4	almost all	most	almost all	almost all
Second level by end of P7	almost all	almost all	almost all	almost all

Impact of Interventions for Equity and Pupil Equity Funding (PEF)

In 2022/23 the school received £12298 as Pupil Equity Funding.

- £3300 of this was allocated to provide 1-1 counselling from The Spark
- £259 for writing resources
- £1685 funded staff training for outdoor learning from Learning through Landscapes
- The additional £7054 was outdoor learning resources chosen in consultation with our ECO Committee following the recommendations in the Learning Through Landscapes outdoor environment audit

Details of impact is contained in the appropriate priority section listed earlier in this report.

Self-evaluations of How Good Is Our School? (4th edition)

Quality indicator	School self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	Very good	Choose an item.
2.3 Learning, teaching, and assessment	Very good	Choose an item.
3.1 Ensuring wellbeing, equity, and inclusion	Very good	Choose an item.
3.2 Raising attainment and achievement	Very good	Choose an item.

Summary of School Improvement priorities for Session 2023/24

- Learning & Teaching: Improve our impact through increased knowledge and understanding of ASN (Additional Support Needs)
- The Curriculum: Inter-disciplinary learning and Pupils Leading Learning
- Learning for Sustainability: Outdoor Learning

What is our capacity for continuous improvement?

We have had a positive year and made very good progress in our school improvement priorities.

This session has seen a return to “normal” business with after school clubs, class trips, Primary 7 residential visit and many PTA run events returning after the break for Covid. Parents have also enjoyed face to face parent meetings and opportunities to get into school to see learning, sharing in events like performances, and shows. All these opportunities have further strengthened the parent/school learning partnership.

Parental feedback this session has been strong. Almost all parents agreed that their child likes being at Killermont and that the school helps them to feel confident. 97% of our parents are satisfied with the school and have expressed that it is well led and managed.

In May 2023 we were nominated by EDC to be part of an Education Scotland, National Thematic Inspection for Curriculum Design.

The visit went very well, and we had the opportunity to highlight many of our recent curriculum developments including, writing, interdisciplinary learning, and outdoor learning. The Thematic Inspections across all 32 local authorities was gathering feedback on play based approaches at the early stages of the school. In feedback, the Inspector highlighted the rich experience offered by play to our children and how engaging and purposeful the play experience was, providing a very good degree of challenge for all learners. Outdoor learning was also being looked at across all schools visited. Although this development for us was at an early stage, the Inspector noted that our approaches were well planned, researched, and commented that we had made a strong start with this. Another highlight was the strong talking and listening skills displayed by our pupils and how confident they are in talking about their learning. She also spoke positively about the range of ways pupils are involved in their learning and effectively contribute to the ethos and life of the school.

The Inspector finished her feedback by saying the school is in a strong place and should continue to take forward developments as planned. A national report outlining the finding of all the visits will be published later in the year. We will use this to continue to reflect on our curriculum and make further improvements.

Our whole school community is highly committed to working together and has a clear 3-year plan to help us to continue to strive for excellence and equity for all.