



sustainable thriving achieving

**East Dunbartonshire Council**

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## Killermont Primary School



## Standards and Quality Report 2023/24

### School Statement: Vision, Values & Aims and Curriculum Rationale

[Vision, Values and Aims](#)

[Killermont Values](#)

[Curriculum Rationale](#)

## **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 recently added, to enhance our outdoor facilities.

The roll in June 2024 is 444 pupils, organised into 14 classes. The school staffing for the current session is 24.59 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 77% white UK, the majority of the other 23% are from Asian ethnic backgrounds. There is an international feel to the community with a few families from across Europe and the Americas too. 7% 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, P7 play leaders 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.

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 X. 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: Impact our Learning & Teaching through increased knowledge and understanding of ASN	
<p>NIF Priority: Placing the human rights and needs of every child and young person at the centre</p> <p>Improvement in children and young people's health and wellbeing</p> <p>NIF Driver: parent / carer involvement and engagement</p> <p>teacher professionalism</p>	<p>HGIOS?4 QIs</p> <p>QI 3.1 Wellbeing, equality &amp; inclusion</p> <p>QI 2.4 Personalised Support</p>
<p><b>Progress and Impact:</b></p> <p>This session staff engaged in a collegiate programme to consider how we best support and respond to neurodiversity. We focussed on Dyslexia, Attention Deficit Hyperactivity Disorder and Autism Spectrum Disorder, extending our current knowledge and thinking, identifying supportive classroom strategies, and ensuring that staff are confident in the assessment process of specific learning differences. Almost all staff reported that they feel more confident in identifying dyslexia using the EDC guidelines and are clear about the evidence to collate to support the identification process following the input. One member of staff is taking their CLPL in this area forward next session by applying for GTCS Dyslexia and Inclusive Practice Recognition Programme.</p> <p>With regard to ADHD almost all staff agreed they now have a better knowledge and understanding of this. Staff feedback comments included “very informative and thought provoking input, trying to use strategies in class even if no diagnosis” and “the links to scientific studies and policies gave me more depth to my understanding of ADHD.”</p> <p>Most staff agreed they had an improved knowledge and understanding of Autism. Staff skills have been developed in the areas of motor skills, information processing, social awareness and sensory processing. A few staff have highlighted that they will use the “comic strip” approach more going forward to support discussion with pupils.</p> <p>Through professional dialogue, staff have read, discussed and reflected on the revised EDC, ‘Including Every Learner policy: and provision for children with additional support needs’. Almost all staff agreed that their knowledge and understanding of the policy and their role within it increased after the input. Feedback comments included “I have a clearer understanding of the authorities’ provision and support for ASN in mainstream settings and my role in that” and “it has resulted in more reflection on classroom routines and how to adapt them.”</p> <p>Staff have contributed to collegiate sessions sharing their own expertise and experiences. In addition, we have worked with our school educational psychologist who led a session on the new EDC Mental Health Strategy guidelines around Self-Harm and Suicide. In addition, one of the Depute Head Teachers undertook this training in September 2023. All staff have become more knowledgeable and upskilled in order to respond appropriately and signpost children in this situation, in line with the EDC Child Protection Policy.</p> <p>Augmentative and Alternative Communication (AAC) was also covered. Another of the DHTs completed their Foundation Level training in Talking Mats this session, this approach will be rolled out within the school in session 24/25.</p> <p><b>Next Steps:</b> Learners will be better supported through staff understanding of Inclusion and Additional Support Needs.</p> <p>Improved classroom environments for learners and improved approaches for supporting children using The CIRCLE Framework and The Promise will be developed.</p>	

**School priority 2: The Curriculum: IDL & Pupil Led Learning**

NIF Priority Improvement in attainment, particularly in literacy and numeracy.

Closing the attainment gap between the most and least disadvantaged children

NIF Driver: curriculum and assessment  
teacher professionalism

HGIOS?4 QIs

QI 2.2 Curriculum

QI 3.2 Raising attainment and achievement

**Progress and Impact:**

Teachers engaged in collegiate sessions to explore opportunities for pupils to lead aspects of their own learning. Our aim was to support pupils to develop skills to become self-driven, motivated, independent and curious within their learning and develop valuable collaborative skills with their peers.

Through professional dialogue, teachers discussed the importance of providing pupils with a balance of teacher led/taught learning experiences and pupil led opportunities. Teachers continue to reflect on the classroom environment, structures and routines to learning and teaching and the use of resources, in order to plan opportunities for pupil to lead aspects of their own learning across the curriculum.

In February 2024 all teachers engaged in a 'learning walk' and observed pupil led learning in action across a range of subject areas from P1-7. It was evident that the pupils were eager, motivated and active participants in their own learning. Learning was appropriately challenging and enjoyable, including choice, which was well matched to the needs and interests of the pupils. Most pupils are able to talk about their learning and understand the purpose of it as they further develop metacognitive awareness of their learning. Following the learning walk, teachers engaged in professional dialogue over what they observed and through discussion, identified many examples of good practice around pupil led learning experiences across the school. The teachers spoke very positively about this professional learning opportunity and were inspired to incorporate some of the observed learning opportunities into their own practice, during the rest of the session.

This priority has also been taken forward by pupils from P3-7. This session The Pupil Learning Forum focussed on how pupils like to learn at Killermont, what learning approaches they enjoy the most and ways in which pupils can take more of a lead with their learning. Feedback comments included "pupil led learning helps us develop our creativity, we would like to learn more through puzzles and investigations and make our own maths games." Pupils also commented that they would "like more choice and flexibility in their learning and be more challenged" and another felt it "inspired them for the future." Collaborative skills were positively commented on by the pupils "pupil led learning allows you to work and learn as a team, you get to know your class mates better and feel more relaxed."

Pupil views were also gathered from a larger group of pupils regarding learning and teaching approaches within key curriculum areas. In addition, we canvassed what our pupils think about pupil led learning and ideas they have to take this forward, as part of the self-evaluation for the school improvement plan. A key theme that came through this discussion was that pupils are keen to be offered some element of choice within art and PE. Also pupils have had some opportunities to plan parts of lessons in subject areas including PE, maths and RME. Most pupils want this to be extended and further opportunities for them to be involved in designing quizzes and games to consolidate learning developed further.

**Next Steps:** Refresh the Sciences programme of study and develop further IDL opportunities.

Learners will benefit from effective partnerships with STEM Ambassadors, parents and local community to promote learning in the Sciences.

### School priority 3: Learning for Sustainability: Outdoor Learning

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

Improvement in children and young people's health and wellbeing

NIF Driver curriculum and assessment  
teacher professionalism

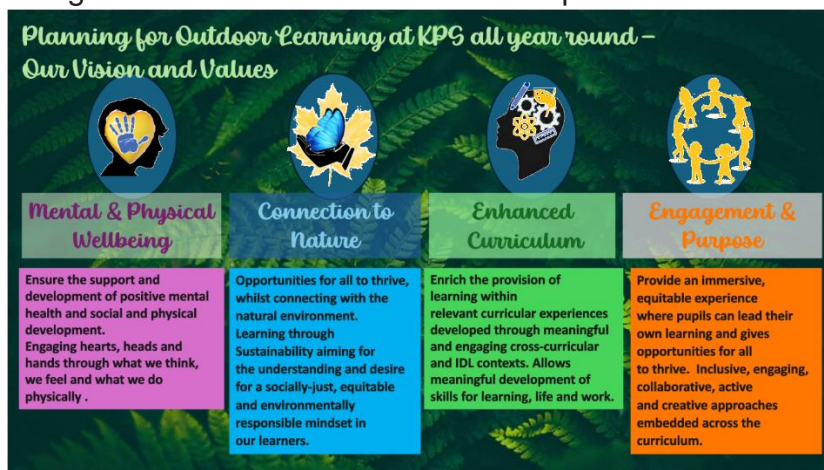
HGIOS?4 QIs

QI 2.3 Learning, Teaching & Assessment

QI 2.7 Partnerships

#### Progress and Impact:

We are in our second year of Outdoor Learning journey. By combining reflections from staff, parent council representatives and pupils together our aim is to continue to build a vision for Outdoor Learning at Killermont PS. This visual is representative of our discussions:



The commitment of staff to provide well-planned, progressive experiences in the outdoor environment remains strong and a range of learning across the curriculum is provided in our school grounds on a daily basis. Feedback via the Eco Committee representatives suggests our pupils appreciate the benefits of learning outdoors. The Pupil Learning Forum have gathered pupils' opinions too, all pupils spoke positively about learning outdoors and want more opportunities to learn outdoors especially in science and social subjects.

We also started to look more closely at our local green spaces to provide a further connection to nature. At the February In-set day all teachers explored the local area to visit accessible green spaces. This allowed staff to build up knowledge of the resources we have close to the school. We toured the woodlands at the Scout Hall, King George V park, Templehill Woods and the Cemetery, with professional dialogue around the potential these environments offer to enhance learning experiences. Between March and June, the majority of classes have been out into the local environment for extended periods enriching the children's learning across science and social subjects.

We continue our partnership with Sustrans. Most classes went on led-walks in the local environment with a specific curricular focus, including supported class expeditions and adventures to Mugdock Park.

Another very successful partnership this session was with the Scottish Bible Society who visited and delivered their Must Know Bible Stories resource to 3 classes and to the staff as a professional learning session. This approach really resonated with the staff who have used it to take learning outdoors in a very meaningful way across a range of subjects. This training alongside the collegiate focus led by our lead teachers, has sparked the staff to use loose parts in creative ways. They facilitate experiential, open-ended learning experiences where problem



solving, collaborative and reasoning skills are developed. This has included re-enactments of the Battle of Bannockburn from the Primary 6's and Victorian inventions brought to life by Primary 5. Collectively our staff have built theoretical knowledge and have discussed their highlights and further targets for the use of Loose Parts as a resource. Thanks to PTA funding, further 'larger' Loose Parts have been purchased and integrated into the front playground area. These popular learning resources are also available for our younger pupils to access during playtimes.

Finally, our Outdoor Working Party as well as leading the collegiate sessions and modelling their good practice with colleagues, have started to embed outdoor learning experiences into planning for maths topics. These resource banks are fully accessible to the teachers to encourage them to lift and adapt as appropriate and expand their outdoor learning offers to the pupils.

All staff have widely commented that they have an increased confidence for taking more curricular subjects outdoors and felt very well supported to undertake the walks in the local area.

**Next Steps:** Learners will further benefit from well-planned Outdoor learning experiences within relevant and engaging contexts.

Learners will have the opportunity to actively campaign for positive change through a variety of contexts relating to Learning for Sustainability.

## **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 have achieved Gold Rights Respecting School status, 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 Pupil Forum representatives played an active role in the EDC pupil forum this session, where there was a strong focus on Cost of the School Day. These reps worked with the Parent Council to gather parental feedback on this subject during the March Parent Evenings. Some PEF funding this session was used to allow all pupils equal access to school activities. In addition, the Pupil Forum reps gathered pupil views and liaised well with other pupil committees and classes. Our well established Committees continue to provide a key role of representing pupil's views. The Pupil Learning Forum gathered 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 are being deployed to support our pupils.

This includes using £3300 of our PEF funding to provide 1-1 counselling to pupils below Primary 6. An 11-week block was provided by The Spark. Information is gathered pre the sessions 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 Conduct Problems and Total Difficulties post the interventions. Children reported an overall improvement or maintenance across 75% of the SHANARRI indicators, most significantly in the areas of Included, Nurtured and Safe. One parent noted “my child is more able to think about and discuss emotions and strategies.” All parents and staff responded that they felt there was no alternative support available to be accessed for their children. Given the positive feedback from all involved in the end of intervention report, PEF funding will continue to be used in session 24/25 to provide this very valuable service.

In addition to the 1-1 sessions new group work sessions were also trialled using £900 PEF funding. 15 Primary 5 pupil's self-referred for a 6-week group work session on resolving conflict which was then repeated with another group of pupils later in the session. Feedback from parents and pupils at the end of the input was very positive with pupils reporting significant improvement in their understanding of what conflict is and also knowing that situations affect everyone differently and who to go to if they get involved in conflict. Pupil feedback included “I have learned more about emotions and beliefs” while another said “I know more about feeling empathy and having a debate”. Parents comments included “my child can remain calmer and deal with conflict more positively” and from another “the small group sessions were really beneficial being able to get to talk lots.” Further group sessions will also be funded from PEF, next session.

For pupils in Primary 6 & 7 Lifelink continues to be available for 1-1 counselling sessions. Additionally, small group work sessions for P6s on positive mind-set, building resilience and healthy relationships were run by Lifelink. These were reviewed very positively with the meditation and mindful activities being particularly effective for the participants. All participants would recommend these sessions to others.

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 twice a year. These results were scrutinised by staff with PEF funded cover provided for teachers to hold 1-1 conferences with pupils to discuss issues and agree follow up actions.

### **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 over time 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 was deployed over this session to support our most vulnerable pupils and reviewed termly at tracking meetings. The focus for this has been interventions in aspects of literacy and numeracy. In addition, PEF funding was targeted at Primary 1 early literacy and numeracy skills, with an experienced early years teacher working a day a week for a 6-week period to give focussed interventions to a small group of pupils during February and March. This was very

successful with almost all pupils achieving early level by the end of the year in June. Another teacher worked with Primary 4 and 6 pupils for 13 days across a 6-week period with a focus on sharpening number skills following Sumdog and Maths Recovery diagnostic assessments in January 24, which indicated they were not on track to achieve the appropriate level by the end of the school year. By May 24, all targeted pupils were on track for their level.

### **Improvement in attainment, particularly in literacy and numeracy;**

In results across P1, P4 and P7 almost all pupils are attaining appropriate levels in Reading, Talking and Listening and Numeracy. Primary 4 and 7 pupils have made very good progress from their prior levels of attainment with writing showing significant gains and almost all pupils attaining the appropriate level.

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 2022/23 attainment was higher than the average at P1, P4 and P7 in all areas.

Our school data tracker demonstrates that current learners across all stages are making very good progress. Writing levels have raised significantly over the last three years and a few children have attained beyond the expected level across all year groups.

### **Attainment and Achievement Data**

Curriculum for Excellence Levels at the end of June 2024				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	almost all	most	all	all
First level by end of P4	all	all	all	all
Second level by end of P7	all	almost all	all	almost all

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

In 2023/24 the school received £12250 as Pupil Equity Funding.

- £3300 of this was allocated to provide 1-1 counselling from The Spark for 5 pupils for 11 weeks.
- £900 funded two, six-week group work sessions on resolving conflict which was targeted at the Primary 5-year group run by The Spark
- £350 supported pupil activities in response to cost of the school day considerations
- £1818 provided 6 days of staff cover for P4-7 teachers to analyse the Health and Wellbeing Surveys and have 1-1 conversations with pupils to address any concerns or issues
- The additional £5757 was used to fund 2 experienced part time teachers to improve attainment. This was focussed at a small group of Primary 1 pupil's x 6 days in early literacy



and numeracy skills acquisition. A second teacher focussed on numeracy completing Maths Recovery work across pupils at P5 and P6 and supporting pupils whose Sumdog diagnostic test report showed number scores were below the appropriate level for their stage across P4 and P6. This was for 13 days.

Details of impact is contained in earlier sections of this report.

### **Self-evaluations of How Good Is Our School? (4<sup>th</sup> 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 2024/25**

- 1. Impact our Learning and Teaching through increased knowledge and understanding of ASN including The CIRCLE Framework/ The Promise
- 2. The Curriculum: The Sciences
- 3. Learning for Sustainability: Outdoor Learning

### **What is our capacity for continuous improvement?**

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

Parental feedback continues to be very supportive. Almost all parents agreed that their child likes being at Killermont Primary 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.

The Head Teacher is retiring at the end of the session. A new Head Teacher will take up post from August 2024 and will be supported by a collaborative and committed team. This will allow the school to build on its strong foundations and in consultation with its community continue to improve and innovate providing the best outcomes and learning whilst striving for excellence and equity for all.