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East Dunbartonshire Council

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Killermont Primary School



Standards and Quality Report 2024/25

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. An outdoor, multi-use games area has been recently added, to enhance our outdoor facilities. The roll in June 2025 is 426 pupils, organised into 14 classes. The school staffing for the current session is 23.28 full time equivalent teachers. Placing requests account for 2% of our pupils. The school community is almost all formed from SIMD quintiles 4 and 5. 6% of our pupils have English as an Additional Language (EAL).

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, STEM Leaders, Pupil Learning Forum, Junior Road Safety Officer's, P7 play leaders and House Captains. This session we were again awarded the Gold School Sports Award for work carried out in the previous session. We actively encourage pupils, staff, and parents to take leadership roles to develop our committee work.

High expectations are set for learning. Developing key literacy and numeracy skills with a depth of knowledge are fundamental to our curriculum rationale. Our Learning Powers (meta-skills) 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.

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.

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 and on our Seesaw App. 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 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.

We consider many factors to ensure we meet the needs of any vulnerable pupils and relationships with our families and knowledge of circumstances is key to this. We use our Pupil Equity Funding to support our most vulnerable pupils and also to help close any gaps. Due to the rising costs of the school day, we use a range of funding sources and strategies to support any family in need.

Opportunities for partnership working and parental involvement are available throughout the session. Partnerships are vital to us and we actively encourage parents to participate in their child's education. We have an active Parent Council which engages with the wider parent forum and the Parent Teacher Association (PTA) organise fundraising events over the school year. Other partnerships are forged locally including Bocclair Community Church, Active Schools, Sustrans, local businesses and a range of local clubs. We look widely for support and help to develop our pupils' learning and provide opportunities for achievement.

Our average attendance for the school year 2024-25 is 96%. We monitor attendance of all pupils and address any issues promptly to ensure high attendance rates for all.

Our Standards and Quality Report has been created in consultation with children and young people, staff and parents and carers. It summarises the story of our school's performance, successes and achievements in Session 2024/25 and identifies our main priorities for next year.

Progress in School Improvement Plan (SIP) priorities

School priority 1: Impact our Learning & Teaching through increased knowledge and understanding of ASN including CIRCLE Framework/The Promise	
<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: school leadership teacher professionalism</p>	<p>HGIOS4 QIs</p> <p>QI 2.1 Safeguarding and child protection</p> <p>QI 3.1 Wellbeing, equality & inclusion</p>
<p>Progress and Impact:</p> <p>Good progress has been made this session, building on the knowledge gained last session around neurodiversity. All staff engaged in development work based on the CIRCLE resource, which is guidance for inclusive learning and collaborative working. All staff carried out an audit using the Circle Inclusive Classroom Scale, part of the CIRCLE resource, which led to almost all children reporting improvements in their learning environment including improved sensory conditions, increased use of visuals, especially visual timetables and increased pupil-led learning opportunities. Teachers reported various different positive outcomes as a result of engaging with the CIRCLE resource including:</p> <p><i>'It has had an impact in relation to how much I utilise the outdoors to increase the appeal of activities. It has allowed me to reflect on the impact that outdoors could have and enhance learning in this aspect. It has also encouraged me to make IDL links where possible, enhancing the relevance of teaching and learning.'</i></p> <p><i>'Including more visual supports and diagrams has allowed my class to become more independent in their learning and supported them in feeling more confident to give things a go. Trying to make activities more appealing and finding different ways to motivate students has helped in allowing pupils more personalisation and choice as well as pupil voice.'</i></p> <p>All staff reported increased awareness of processes to identify and support dyscalculic learners following the session delivered by the educational psychologist. This has led to approaches to learners not on track in numeracy being adjusted to take account of the possibility of dyscalculia and assessment evidence is being gathered for a number of learners across the school. There have been no further identifications of dyscalculia at this time, however, it is anticipated that this will follow in the coming session as the process has been started.</p> <p>Almost all staff engaged in forward plan dialogue meetings and tracking meetings and the completion and evaluation of universal support plans demonstrated appropriate differentiation to ensure all learners benefited from intervention strategies which support and challenge their learning.</p> <p>Pupil voice, heard on a weekly basis through '3 Cs' (Compliment, Concern, Complaint) and monthly through committees, ensured all learners have the opportunity to be actively involved in decision making and to freely express their opinion on all matters which affect them. Pupil Forum pupils attended EDC events, successfully representing the school and further enhancing pupil involvement in decision making.</p> <p>Talking mats were used to gather the views of a small number of learners with specific needs.</p> <p>An additional session on Alternate Augmented Communication provided staff with a pro forma to use for conflict resolution which most staff used and found useful in supporting learners to successfully deal with conflict.</p> <p>Two presentations on the Keeping the Promise Aware were completed with almost all teaching and support staff. A further module and assessment were completed by almost all staff raising awareness of trauma-informed practice and the needs of care experienced pupils. Facilities</p>	

Management staff will be included in a refresh at August in-service which will then allow the school to apply for the 'We Promise' Award. In response to the prompt 'please note what you felt was the most interesting/useful/helpful elements of the session, staff responded:

'Your choice of language is very important - using the right terms and how children can feel if you don't. Understanding how school practice can impact on care experienced children. Practitioners' role in supporting care experienced children and young people. The impact the school system can have on children and ways we can do better in line with the wide range of legislation. Understanding emotions and why children react and respond the way they do and all behaviour is communication.'

'It was powerful to see video 'I am rude'. This strongly made me think of all behaviour is communication and it was interesting to view this through the eyes of a child. It was also helpful to learn about the different language which is used & which is preferred to help remove stigma.'

Next Steps:

- Further work to ensure restorative approaches continue to be the focus for supporting positive behaviour and removing 'why' from pro forma.
- Further work will take place to ensure effective practice for all learners (quality of learning and teaching) including support for specific learners and increased challenge for almost all learners.
- There will be a review of support plans to ensure appropriate support and intervention strategies are in place, recorded and evaluated for specific learners
- Training in the use of the Participation Scale from the CIRCLE framework will be carried out to improve strategies for supporting individual learners.

School priority 2: The Curriculum: The Sciences

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

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

NIF Driver: curriculum and assessment school improvement

HGIOS?4 QIs

QI 2.2 Curriculum

QI 3.2 Raising attainment and achievement

Progress and Impact:

Early engagement in the Curriculum Improvement Cycle led to re-evaluation of this priority, shifting the focus from refreshing the sciences planners to looking at STEM and implementing change in terms of STEM delivery. New resources were introduced, including Makedo kits for technology and Sphero-Indi kits for coding. Most members of staff implemented their learning in STEM within the classroom within two months of delivery of training and reported that *'novel learning and teaching activities and products stimulated engagement and enthusiasm from pupils and facilitated collaborative learning, for example creating 3D models for sharing the learning event in P7'*. Staff were given the opportunity to engage in science teaching and learning which best suited their current context rather than following the fixed planning blocks. Staff reported that this resulted in greater relevance and personalisation and choice for learners within the science curriculum. Staff also reported that this allowed better opportunities for interdisciplinary learning enhancing the learning experience for specific groups of learners. Most members of staff reported that the STEM learning delivered the EDC STEM Development Officer, was their most impactful professional learning activity.

In February 2025 all teachers engaged in a 'learning walk' and observed pupil led learning in action across a range of subject areas from P1-7 for the second year. 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 as well as a number of technology experiences incorporating the new STEM resources across the school.

Through this discussion, teachers identified key strengths observed and next steps. Key strengths noted were that learning powers (meta-skills) were woven in and central to the learning. Almost all children could talk about them and their learning was skill-focused in many cases. Children were observed to be engaged and motivated and the learning had a clear purpose, even when children were leading their own learning. Teachers provide a balance of experiences that encourage the development of meta-skills alongside building a knowledge base in key curricular areas. Staff noted the higher levels of engagement when new STEM resources were in use and how creative the learning was as a result.

In March and April, volunteer visits to P5-7 from CuriaGlobal and STEMazing were arranged and were well-received by all pupils. These visits resulted in higher levels of engagement and links to real world experiences.

In addition, our STEM Committee are going through the process to become certified Young STEM Leaders which will result in opportunities to lead the learning in STEM across the school.

Next Steps:

- Further review of planning across STEM to ensure breadth, depth and application of learning across the five science organisers and around assessment in maths.
- Coverage of the science and technologies curriculum will be considered and reviewed to ensure appropriate opportunities are being offered.
- Further consideration to the meta-skill of curiosity will be given and consideration given to how this might be promoted across learning.
- Consideration of challenges around the style of learning in the middle of the school and around the balance of learning experiences (adult-led; adult-initiated; child-led) will be given to ensure this is appropriate and has a positive impact on those learners.
- Focus on engagement for next peer visit learning walks to ensure all children are actively and appropriately engaged in learning and that learning walks lead to improvements.

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:

Very good progress has been made in this priority as learning and teaching in the outdoors is now embedded across the whole school. Almost all teachers reported maintaining the same level of outdoor learning or an increased level of outdoor learning from last year with the remainder reporting a change in role as the only reason for a decrease. This has resulted in almost all children in the school experiencing rich learning experiences outdoors improving engagement and enhancing retention of learning. Most teachers reported that the Teaching and Learning Communities (TLCs), where teachers worked collaboratively to share and improve practice had a positive impact on their approach to outdoor learning. One teacher stated, *'I feel the outdoor*

learning sessions had the biggest impact on my practice this year....I feel that I was able to set and achieve targets and found it useful to engage in discussions around targets/impact with others.' TLCs formed for Loose Parts, STEM and IDL. Both the STEM and Loose Parts TLCs completed a moderation process and measured impact on learners. The IDL group worked more individually as this theme was too broad to work as a team. Improvements noted were more resources and equipment; more areas of the curriculum being covered; clearer links to experiences and outcomes (*of the Curriculum for Excellence*) rather than social skills.

P7 Play Leaders were trained and implemented a range of activities to enhance playtime experiences. Play Leaders reported that this was a good opportunity and that they enjoyed being given the chance to work with younger learners. This was a short term intervention that had a positive but temporary impact on learners in the playground.

The school were successful in applying to become part of the Learning Through Landscapes Climate 180 project which involved training for staff, raising awareness of climate issues and providing a practical opportunity to assess the school grounds for next steps. Staff reported a useful, reflective day which can be used to identify 'pledges' for the school in terms of learning for sustainability. The Eco Committee will now take forward identifying appropriate 'pledges' for action within the school.

Sustrans provided Dr Bike sessions for P6 and P7 pupils as well as Bikeability Level 1 training for the P6 year group. EDC Outdoor Education team trained P7 pupils at level 2 Bikeability. This provided an opportunity to improve cycling proficiency for all children across P6 and P7. This was well-received by almost all children and almost all children were able to take part in cycling around the local community.

Next Steps:

- Consistent, strategic approach to Play Leaders.
- Eco Committee to take forward action points from school grounds audit.
- Learning for Sustainability (LfS) throughout School Improvement Plan for next session. Embed Learning for Sustainability (LfS) in assemblies – identify school pledges for LfS and share action plan for school grounds.
- Continue to work in partnership with EDC Outdoor Education team for Bikeability, led rides and local community walks.

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. During this session, we developed our knowledge of The Promise and considered our approaches to Care Experienced Learners ensuring we are equipped to meet the needs of our most vulnerable pupils. This training was well-received and was noted to be relevant and helpful in meeting all learners needs, not solely those who are Care

Experienced. We will complete our training in The Promise to fulfil the requirements of being a 'We Promise' establishment early in the new session.

Our two Pupil Forum representatives plus two new representatives played an active role in the EDC pupil forum again this session. These reps worked with staff to share our '3 C's' (Compliment, concerns and complaints) on a weekly basis at assembly, actively embedding pupil voice in the life of the school. In addition, the Pupil Forum reps gathered pupil views on specific topics 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 Council gathered views on the strengths and development needs of our school. 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 attainment, particularly in literacy and numeracy;

Attainment data in literacy and numeracy is based upon standardised assessments, teacher summative assessments and teacher formative assessments through observations and ongoing classwork. Staff are working to engage with benchmarks and moderation to enable them to make confident professional judgements about achievement of a level. Our data shows a consistently high standard with most pupils attaining appropriate levels or higher in literacy and numeracy at every stage. We have a robust tracking system and use effective interventions to ensure continuous progress for learners. A range of assessment information has supported teacher judgements with curriculum for excellence levels.

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 attainment remains higher than the average at P1, P4 and P7 in all areas.

Writing levels have raised significantly over the last three years and some children have attained beyond the expected level across all year groups. This session we have had a focus on learners with additional support needs, including pupils with English as an Additional Language which has resulted in ensuring barriers to learning have not impacted on attainment levels.

In addition, Pupil Equity Funding was used to address a gap in writing in Primary 5 as they began working at second level. As a result of assessment and tracking, it was clear that this group required support. An additional teacher worked with the class to allow mixed ability trios, resulting in peer support and smaller group working. This led to an improvement in attainment and was a successful intervention.

Opportunities for moderation and sharing of good practice for third level writing took place with Bocclair Academy. Bocclair shared third level writing criteria with P7 teachers which supported them in challenging P7 to work on third level. A similar process resulted in moderation in numeracy and maths and it became clear that some of our P7s are already working at third level maths for some concepts.

Effective use of ICT has also had an impact on attainment this session for learners with literacy barriers such as dyslexia. The Principal Teacher carried out a Practitioner Enquiry which led to the conclusion that specific learners benefit from the appropriate use of a school device to aid learning, especially in writing.

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

A commitment to equity is at the heart of all we do in Killermont Primary. Recognition of the impact of the cost of the school day is consistently considered in our decision making processes and in our partnership with parents. The progress of our pupils who experience barriers to their learning is closely monitored to ensure appropriate and timeous support is given and impact recorded. Targeted support is implemented to promote equity with a direct focus on pupil attainment, achievement and wellbeing. The percentage of children with additional support needs attending mainstream education has grown significantly over the past few years and this is evidenced in our current school population. We have used the CIRCLE framework and The Promise training to ensure that we are supporting all children in the best way possible, enhancing staff knowledge and skills in supporting children with additional support needs. Effective use of data enables the school team to effectively support those pupils identified or affected by the poverty gap or identified as being vulnerable or disadvantaged. We use evidence based strategies and evaluate these during the year to ensure they are having impact. The ongoing focus of developing strong partnerships with parents to support home learning is integral to our practice within our school. Data relating to children who receive free meals, clothing grants or live in less affluent areas shows that all of these pupils are attaining their appropriate levels or beyond in all areas. The attainment gap in Killermont is related to additional support needs, especially dyslexia and dyscalculia. Staff are making good progress towards better meeting needs and, therefore, increasing attainment for all. This work will continue in the coming session with focused engagement with the Framework for Equity in Literacy among other actions in the school improvement plan.

Improvement in children and young people's health and wellbeing

Focus on children and young people's health and wellbeing continued this session with health and wellbeing at the heart of all we do in Killermont. This included our Health and Wellbeing surveys and our engagement in the SHINE project – a nationwide survey of young people with a focus on mental health. We have a structured and varied approach to allowing children the time and space to share and discuss concerns providing practitioners with the necessary data to respond appropriately and improve children and young people's health and wellbeing.

We continued our counselling provision using Pupil Equity Funding as well as Scottish Government funding to provide support in groups and one to one.

A 10-week block was provided by The Spark. Information was gathered prior to 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 the specific areas of 'Conduct Problems' and 'Total Difficulties' following the interventions. All learners involved in the group commented that they enjoyed the sessions and have a better understanding of what conflict is and strategies to deal with it. One learner commented, *'I feel like it helped me to understand the difference between empathy and sympathy as well as active listening. I learned how to solve conflict within a safe environment'*.

For pupils in Primary six and seven, Lifelink continues to be available for one to one counselling sessions.

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. 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.

Other Health and Wellbeing work includes the use of a range of resources to develop various aspects of the curriculum, 2 hours of PE weekly (both indoor and outdoor), promotion of healthy eating, work around staying safe (roads, internet, substances) and positive, healthy relationships with others (revised RSHPE programme 23-24). Agencies such as Active Schools, Sustrans, NSPCC, etc complement the work planned by teachers. Our work on outdoor learning over the past three years has had a positive impact on health and wellbeing with staff commenting that there has been a '*positive mental impact on both children and adults*' and that this has '*built confidence, improved enjoyment and enthusiasm*' as well as '*high levels of engagement*'.

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	most	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)

The school received £12250 of Pupil Equity Funding this session. The majority of the school's Pupil Equity Funding was used for one to one and group counselling.

This included:

- 1-1 counselling from The Spark for a group of pupils for 10 weeks – positive feedback and outcomes for all involved.
- Two, six-week group work sessions on resolving conflict which was targeted at a specific group run by The Spark –impact on pupils' emotional regulation and conflict resolution was both observed by adults and reported by all pupils.
- Pupil activities in response to cost of the school day considerations – ensuring all children were included in activities throughout the school year.
- Additional teaching staff to improve attainment. This was focussed on a group of Primary 5 pupils to improve their attainment in writing at second level – resulting in improved outcomes and attainment for almost all children in the group.

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

Quality indicator	School self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	Good	Choose an item.
2.3 Learning, teaching and assessment	Very good	Choose an item.

3.1 Ensuring wellbeing, equity and inclusion	Good	Choose an item.
3.2 Raising attainment and achievement	Good	Choose an item.

Summary of School Improvement priorities for Session 2024/25

- 1. Inclusion and ASN** - Continued impact on attainment in literacy and numeracy through increased knowledge and understanding of meeting learners needs including engaging with the participation element of the CIRCLE resource plus application of learning in The Promise Award training.
- 2. Learning and Teaching** – Literacy Focus, including the Framework for Equity, the Moderation Cycle and considering levels of engagement.
- 3. The Curriculum: STEM** – focus on quality of learning experiences, relevance and planning.

What is our capacity for continuous improvement?

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

Our robust quality assurance processes, including class visits from the senior leadership team with follow up learner conversations, inform areas of strength and identify areas for improvement which strengthen our future plans for improvement. Information gathered will continue to be analysed to ensure the impact is positive with a view to improving outcomes for all children and families. This will be furthered strengthened and developed in the coming session as staff engage with a practitioner enquiry and have a change of focus for peer visits. Almost all staff continue to demonstrate a commitment to providing the highest standards of learning, teaching and care to all children, enthusiastically taking on leadership roles which are having a positive impact on the environment and learner experiences.

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 appointment of the new Head Teacher, who took up post from August 2024, has been well-received with parents commenting that they are pleased with the consistency in the school despite the change. There was positive feedback about effective communication with parents and the wider community as well as the hugely positive relationships throughout the school, the quality of the teaching staff and the learning experiences and the sense of community in Killermont.

Feedback about next steps included continuing to support learners with additional needs, continuing to encourage reading high quality texts, as opposed to online material, as well as continuing to develop high quality learning experiences across the STEM (Science, Technology, Engineering and Maths) curriculum. Some parents shared that they would encourage learning around conflict resolution and restorative approaches among peers.

We are confident that the school's self-evaluation processes are leading to improvements. The next steps, identified through our self-evaluation, will be part of Killermont's School Improvement Plan 2024-2026 or will be addressed through the ongoing life and work of the school.