

Killermont Primary School



Standards and Quality Report 2025/26



DIGITAL SCHOOLS
AWARDS SCOTLAND



School Statement: Vision, Values & Aims and Curriculum Rationale

[Vision, Values and Aims](#)

[Killermont Values](#)

[Curriculum Rationale](#)

Context of the school

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

Killermont Primary School is a non-denominational school situated on the east side of Bearsden, within a residential, suburban community. Before coming to school, Primary 1 pupils attend a range of local authority and private Early Years Centres with the majority transitioning from Killermont EYC. The school is part of the Boclair Academy cluster and have strong links with the school. Almost all Primary 7 pupils transition to Boclair Academy. The roll in June 2026 is 418 pupils, organised into 14 classes. The school staffing for the current session is 23.28 full time equivalent teachers. We have a small percentage of children who are entitled to free school meals. 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).

Throughout session 2025–26, the school continued to promote our vision, "Never Give Up, Never Give In, Educating Our Pupils for Life," alongside the values of Kindness, Honesty, Respect and Fairness. These values underpin relationships and interactions across the school and contribute to a positive, nurturing and rights-respecting ethos.

Children demonstrate the school values confidently in their interactions with peers and adults and are proud to be members of the Killermont community. Staff have continued to foster a culture where children feel safe, respected and supported to achieve their potential.

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. 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 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. Due to the rising costs of the school day we use a range of funding sources and strategies to support any family in need. We use our Pupil Equity Funding to support our most vulnerable pupils and also to help close any gaps and offer reduced prices for educational excursions.

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, our 'Shining Beyond the School Gates' display 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.

Include pics from Seesaw here - Inverclyde; Pinkston; athletics; football; Golden Bench; Writing certificates from .. (Check photo permission).



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 high-quality learning and teaching and this will continue to be developed over the coming session. We recognise the need to streamline our planning guidance and strengthen our quality assurance processes to elevate the level of learning, teaching and assessment and ensure appropriate evidence of our high attainment and achievement.

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, Glasgow Kelvin College, local businesses and a range of local clubs. We have an ongoing and successful partnership with Sportscotland National Sports Training Centre in Inverclyde. We look widely for support and help to develop our pupils' learning and provide opportunities for achievement.

Our average attendance for the school year 2025-26 is 96.3%. We monitor attendance of all pupils and address any issues promptly to ensure high attendance rates for all.

Particular strengths of the school, highlighted through the Quality Review were:

1. The headteacher is well respected by children, staff, parents and partners. The Senior Leadership Team and staff work well together to create a strong sense of community with all children and parents.
2. Children across the school are welcoming, confident, able and articulate. They are well behaved, keen to learn and proud of the school. Staff provide a warm and rights respecting environment.
3. Children at Killermont Primary achieve very high standards in literacy and numeracy, with performance consistently exceeding national averages and expectations.

4. Teachers use a wide range of digital technology and pupils demonstrate high levels of confidence, independence and skills across all stages in digital learning which is positively enhancing their learning experiences.

Our Standards and Quality Report has been created in consultation with children and young people, staff and parents and carers through our Quality Review. It summarises the story of our school's performance, successes and achievements in Session 2025/26 and identifies our main priorities for next year.

School priority 1: Inclusion and ASN (The CIRCLE/The Promise)	
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 Closing the attainment gap between the most and least disadvantaged children NIF Driver: school leadership teacher professionalism school improvement	HGIOS4 QIs QI 3.1 Wellbeing, equality & inclusion QI 2.4 Personalised Support QI 1.1 Self evaluation for self improvement QI 2.7 Partnerships
Progress and Impact: Key Strengths The school has made good progress with this priority and provides a welcoming, nurturing environment where children feel safe, respected and valued. Staff know children and families well and work closely with them to support wellbeing and inclusion. Progress has been made during this session through continued implementation of the CIRCLE Inclusive Classroom Scale (CICS) and the introduction of the CIRCLE Participation Scale(CPS). Staff engaged positively with professional learning activities focused on the CPS, with several teachers applying the scale to individual learners. This enhanced staff understanding of the strengths, needs and participation of some children and young people, with teachers reporting early evidence of positive impact on planning and targeted support for identified learners. Almost all staff participated in professional dialogue informed by the CICS, with a particular focus on the physical and social environment, as well as classroom structures and routines. These discussions reinforced the importance of establishing calm, predictable transitions across the school to support learner engagement and wellbeing. All class teachers completed an audit of their learning environments using the CICS and implemented adaptations to classroom environments, structures and routines to better meet the diverse needs of their learners. As a result, classrooms have become more accessible, inclusive and engaging, with increased consideration given to sensory factors such as noise and lighting, alongside improvements to the availability and accessibility of learning resources. The work undertaken demonstrates a growing commitment to embedding inclusive practice across the school. The next phase will focus on strengthening consistency of implementation, particularly in relation to the use of classroom visual supports, to ensure a coherent and equitable experience for all learners. Systems for recording pastoral information are highly effective and support appropriate monitoring and intervention. The school has strengthened its understanding of additional support needs through the introduction of Additional Support Needs (ASN) overviews and enhanced tracking arrangements. The use of pupil voice tools such as 'Mapping the Landscape' improved approaches to understanding needs for some children especially with regards to children who may be at risk of becoming emotionally based school avoidant and those who are or may be neurodiverse.	





Almost all staff across the school, including facilities management staff, engaged in training to achieve the 'We Promise' Award this session. The intended impact is to improve outcomes for all children and young people, particularly those who are care-experienced.

Strong partnerships with Early Years, secondary colleagues and external agencies support positive transitions and wellbeing outcomes.



Impact

- Positive relationships across the school community.
- Strong transition arrangements.
- Effective pastoral support systems.
- Increased awareness of children's wellbeing and support needs.

Areas for Improvement

- Develop more consistent approaches to identifying and documenting additional support needs.
- Ensure all targeted action plans contain measurable outcomes and are regularly reviewed.
- Strengthen teacher ownership of support planning.
- Improve monitoring and evaluation of interventions.
- Revisit and consistently implement CIRCLE approaches across the school.
- Update the Relationships Policy in consultation with stakeholders.

School priority 2: Learning, Teaching and Assessment (Literacy focus including Framework for Equity)

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
school improvement
school leadership

HGIOS?4 QIs
QI 3.2 Raising attainment and achievement
QI 2.3 Learning, Teaching & Assessment
QI 2.4 Personalised Support
QI 1.2 Leadership of Learning

Progress and Impact:

Key Strengths

The school has made good progress with this improvement priority and is well placed to move forward to consistent practice across the whole school with emphasis on appropriate and timely assessment as well as pupil led learning.

Learning and teaching are supported by highly positive relationships and a calm, purposeful learning environment. Learning Powers are embedded across the school and are well understood by pupils. Refreshed policies for Spelling, Handwriting and Grammar were consulted on and introduced which improved consistency of teaching and learning in elements across the school.

Progress towards the Silver Reading Schools Award has been positive and is likely to be achieved by the end of the session. This work included a number of activities focusing on reading for enjoyment such as lunchtime clubs, an after-school parents and families book club, a World Book Day reading challenge, Book Week Scotland and World Book Day assemblies, Author visits; Paired reading and activities linked to the Read, Write and Count bags for P1-3; Drop Everything And Read sessions, among others. Two pupils attended the EDC Showcase Event to display the work of Killermont during Book Week Scotland.

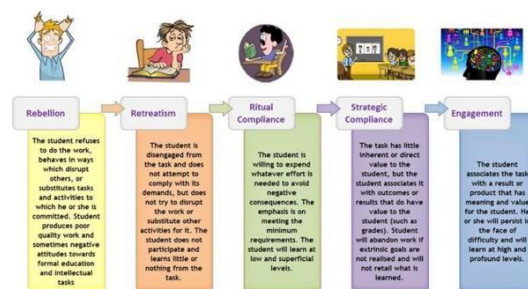
All teachers consistently share learning intentions and success criteria, and effective questioning was evident across most classes. Assessment and tracking systems are well developed and support professional dialogue regarding pupil progress. The introduction of the Framework for Equity in Literacy offered a clear and concise framework for teachers to identify the needs of specific learners and design bespoke support. Next steps will be to ensure consistent implementation throughout the school, positively impacting on literacy attainment.

All teaching staff engaged in professional learning to consider research based 'Levels of Engagement' theory, supported by follow up learning walks. This supported teachers to reflect on how well learners are engaging and confirmed high levels of engagement across the school.

Impact

- High levels of pupil engagement and motivation.
- Strong digital skills across all stages.
- Consistent use of formative assessment approaches.
- Effective tracking systems supporting attainment monitoring.

A SPECTRUM OF ENGAGEMENT - PHILLIP SCHLECHTY



Areas for Improvement

- Refresh the Learning, Teaching and Assessment strategy to provide greater consistency across the school.
- Further develop play-based and enquiry-based learning approaches.
- Strengthen differentiation and adaptive teaching to meet the needs of all learners.
- Improve consistency in feedback practices.
- Enhance quality assurance arrangements for planning and learning and teaching.
- Increase opportunities for pupils to lead and influence their learning.

School priority 3: STEM and Skills Progression

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

Improvement in skills and sustained, positive school-leaver destinations for all

NIF Driver school leadership curriculum and assessment school improvement

HGIOS?4 QIs

QI 1.2 Leadership of Learning

QI 2.2 Curriculum

QI 3.3 Increasing creativity and employability

Progress and Impact:

Key Strengths

Progress through this priority was good despite adjustments that had to be made as a result of developments at a national level through the Curriculum Improvement Cycle (Scotland's approach to refreshing the school curriculum). Killermont Primary achieved the Digital Schools Award and digital learning and teaching was evaluated by the visiting Quality Review team as very good across the school. Almost all children are confident and skilled in the use of digital technologies to enhance their learning. Children access a range of digital devices and approaches independently. Examples include children at early level using Quick Response (QR) codes, using Excel to create bar graphs at first level and creating and editing movies at second level. Almost all teachers are skilled in the use of digital technologies and integrate this to improve engagement and deepen learning.

Planning for numeracy and maths teaching and assessment led to improved relevance and more context specific learning across the school. All staff engaged in sessions to review current science planners, and SEAL (Maths) planners to streamline approaches and identify gaps. All staff reported a positive impact on identifying more appropriate lessons, gaps in planning which were then filled and a more coherent approach to learning and teaching in both science and maths.

Work on meta-skills through assemblies and class lessons ensured a shared understanding and shared language delivered through the existing Learning Powers model. Learning Powers are highly visible in all classes and referred to by almost all children and staff. As children progress through first level and beyond, they build on and extend learning powers through meta skills. Almost all children talk about their learning powers/meta-skills with confidence and understanding. Next steps will be to formalise recording of meta-skills progression across the school.

This session, we have made good progress towards the completion of the STEM Nation Award, embedding Science, Technology, Engineering, and Mathematics into our school culture. As we continue to explore STEM and offer rich STEM learning experiences across the school, we have boosted learner engagement and improved our links with the wider community. Other impacts this session include:

Enhanced Practitioner Confidence: Staff professional development through collegiate sessions and online materials in the EDC STEM hub has led to the robust, creative delivery of STEM subjects, such as “STEM a story” within literacy and the use of BBC micro:bits for computer science.

Equity and Inclusion: Our Young STEM leaders have taken part in targeted initiatives to identify and break down stereotypes, ensuring all learners—regardless of background—fully participate and see themselves as future innovators. This was formally evidenced through their completion of the Young STEM Leader Programme.

Strategic Partnerships: Collaborations with our parent body and industry partners such as STEMazing and Glasgow Science Festival have enhanced the STEM learning experience, giving our pupils clear links and pathways with the world of work. Our PT also attended training to recruit local STEM ambassadors for future visits to the school.

Primary 6 pupils successfully engaged with the STEM K’Nex Challenge within the cluster led by the Principal Teacher. This offered an opportunity for pupils to display their technology skills and enter a cluster wide competition.



All staff have been kept abreast of the progress of the Curriculum Improvement Cycle through whole staff presentations and signposting to further information. The Head Teacher is a member of the EDC Imagine Group for the Curriculum and is involved in EDC decision making around progress and necessary steps to ensure EDC takes account of the national changes to the curriculum and plans a streamlined approach to the introduction of the new curriculum. This will ensure that Killermont Primary takes the necessary steps to prepare for and introduce the changes.



Improvement in attainment, particularly in literacy and numeracy;

Learners make very good progress in literacy and numeracy, with almost all children, including those with barriers to learning, attaining expected levels and a majority exceeding these in P1, P4 and P7 before the end of the academic year. Killermont Primary's ACCEL (Achievement of a Curriculum for Excellence Level) data continues to be consistently higher than the national and EDC averages. Senior leaders recognise the need to further support teachers to ensure challenge for pupils achieving beyond expected levels. Pupil and parent perceptions are that children would benefit from further opportunities for challenge. This will be a key priority in the coming session. Effective use of ICT has also had an impact on attainment this session for learners with literacy barriers such as dyslexia.

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. 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. Staff are making progress towards better meeting needs and, therefore, increasing attainment for all. This work will continue in the coming session with focused engagement on embedding the CIRCLE framework, ensuring teacher ownership for planning for support and intervention along with training to better understand effective inclusion and meeting learners' needs.

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 of paramount importance in Killermont. This included our Health and Wellbeing surveys for Primary 4 to Primary 7 pupils. 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 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.

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.

We recognise and celebrate children's achievements regularly during assemblies, through online platforms and displays around the school such as 'Killermont Stars' and 'Shining Beyond the School Gates'. Children talk about the skills or 'Learning Powers' they build through their wider achievements.

We track and monitor children's participation in wider experiences. Gaps in participation are identified and action is taken to address this. A majority of children participate in a wide range of school clubs and activities within and beyond the school day including football, gymnastics, choir, German, Gaelic, multi-sports and netball. Children had the confidence to lead some lunchtime clubs within the school, including dance and gymnastics.

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 25-26). Agencies such as Active Schools and NSPCC, complement the work planned by teachers.

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. This session, we completed our training in The Promise to fulfil the requirements of being a 'We Promise' establishment early in the session.

Two new Pupil Forum representatives joined the two established representatives and played an active role in the EDC pupil forum again this session. In addition, a number of Killermont Pupil Forum reps were selected due to high demand for pupils to be involved. 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.

Achievement of CfE Data

Curriculum for Excellence Levels at the end of June 2026				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	almost all	most	almost all	almost 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 the Primary 5-year 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.
- High quality literacy resources including non-fiction reading materials were purchased to enhance learning and teaching in reading.
- Licences for resources that enhanced communication with home and learning in numeracy and maths were purchased to improve home school links and to increase engagement in numeracy and maths learning both in school and at home.

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

Quality indicator	School self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	Good	Good
2.3 Learning, teaching and assessment	Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Satisfactory	Satisfactory
3.2 Raising attainment and achievement	Good	Good

Summary of School Improvement priorities for Session 2026/27

1. **Wellbeing and Inclusion** - Continued impact on attainment in literacy and numeracy through increased impact of meeting learners needs including embedding the use of the CIRCLE framework plus procedures for supporting learners with additional needs.
2. **Pedagogy and Meta-skills** - focus on challenge, differentiation and tracking skills development

What is our capacity for continuous improvement?

Key Strengths:

The Headteacher, Senior Leadership Team and staff have established positive relationships with pupils, parents and partners. The school community recognises the strong sense of belonging and shared commitment to achieving positive outcomes for children. School staff have a set of agreed actions to implement following the Quality Review which will quickly restore gradings to good across all quality indicators with a view to achieving very good in raising attainment and achievement by the end of the session.

Staff work collaboratively and demonstrate commitment to professional learning and continuous improvement. Children participate in a range of leadership opportunities through committees, pupil groups, buddy systems and leadership roles including House Captains and Junior Road Safety Officers.

The school has developed a range of systems to support school improvement, including quality assurance activities, attainment tracking processes and professional dialogue focused on improving outcomes for learners.