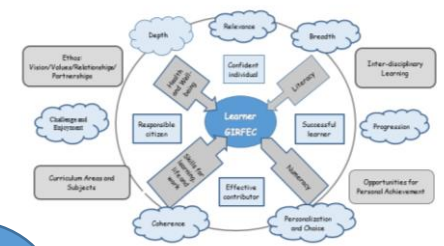




Kilchattan Primary School

Summary Standards and Quality Report

2024/25



Leadership of Change



Learning, Teaching and Assessment



Ensuring Well-being, Equality and Inclusion

★ Staff feel valued and respected, and they work collaboratively to support learning across the school. Staff are supported through training, professional discussion, and the sharing of knowledge to adapt and improve practice in line with current research.

★ Children have opportunities to demonstrate creativity and innovation through contributing to the development of the curriculum. Learning is child-led and is effectively planned, assessed, and tracked by staff through a profiling approach.

☁ Wish: Continue to strengthen community links and partnerships, making better use of parents' and the wider community's skills and expertise.

★ Through a play-based approach, staff plan high-quality provocations that spark interest, develop imagination and creativity, and enrich children's learning through play, leading to improved learning outcomes.

★ A wide range of assessment approaches is used to reflect children's development and to allow them to demonstrate their knowledge, understanding, skills, and achievements.

☁ Wish: Increase children's involvement in curricular planning beyond contributing what they would like to learn about a topic, enabling them to take greater responsibility for more in-depth planning.

★ There is clear evidence that all staff work hard to promote positive relationships across the school community, fostering a climate of mutual trust and respect. This positive ethos underpins the nurturing environment in which children feel valued, safe, and included.

★ Staff consistently demonstrate a highly individualised approach to learning and teaching to meet the needs of all learners. They provide sensitive and responsive support through challenges, adapting practice effectively to promote emotional and physical wellbeing.

☁ **Wish:** Continue to develop the curriculum to further deepen understanding of, and appreciation for, diversity and to ensure that all learners value and celebrate differences in relation to protected characteristics.

Caring ~ Achievement ~ Respect ~ Fairness ~ Responsibility ~ Trustworthiness

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Raising Attainment and Achievement

There is clear evidence that children have individualised learning plans in place to promote equity and ensure that all learners have the opportunity to succeed. Staff use these plans effectively to identify next steps and support progress for all.

Staff use a wide range of assessment evidence, recorded through a robust tracking system and informed by ongoing professional dialogue. This includes continuous discussion of learning: in the moment, daily, weekly, and during planned tracking meetings, ensuring a shared understanding of children's progress based on regular observation and assessment.

Wish: Extend the current tracking system to cover all curricular areas at early level, ensuring a consistent and comprehensive overview of attainment and achievement across the curriculum.



Curriculum

Staff demonstrate a strong, shared sense of values and educational philosophy that promotes play pedagogy and supports children's social and emotional development. This is underpinned by a sound knowledge and understanding of child development and how children learn best.

Staff are skilled in identifying and meeting individual needs, using assessment information effectively to plan meaningful next steps in learning and ensure appropriate pace and challenge for all learners.

Wish: Further develop Global Citizenship within the curriculum by strengthening links with the local community and building partnerships beyond the school, both nationally and internationally.



Self-evaluation

Staff are reflective practitioners who continually evaluate their work and share good practice both individually and collaboratively. This reflective culture supports ongoing improvement, ensuring that changes in practice lead to positive outcomes for learners.

Staff engage in high-quality professional learning and take part in a robust moderation cycle, which promotes consistency and shared understanding of standards across the school.

Wish: Continue to strengthen stakeholder participation by supporting parents, pupils, and community members to be more actively involved in ongoing self-evaluation activities and in shaping school improvement priorities.



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