

Kilchattan Primary School

Summary Standards and Quality Report 2025/26



Leadership of Change

Very Good

- Leadership is well distributed: staff lead key improvement areas, share expertise and contribute actively to change.
- Children have a strong leadership role through curriculum choice, goal setting and meaningful involvement in school improvement.
- Wish: Fully embed the refreshed vision and values in daily practice and continue to strengthen parental and community involvement in leading change.

Learning, Teaching and Assessment

Very Good

- Learning is highly child-centred and individualised, with strong use of play, choice, outdoor learning and responsive teaching.
- Assessment and tracking are robust, using varied evidence, professional dialogue and moderation to identify progress and timely next steps.
- Wish: Extend pupil involvement in planning, challenge, target setting and evaluation across ELC and Primary.

Ensuring Well-being, Equality and Inclusion

Very Good

- A nurturing, inclusive and rights-based culture supports very high levels of safety, belonging and wellbeing.
- Professional learning and individualised support have strengthened self-regulation, resilience, social skills and children's confidence in expressing their views.
- **Wish:** Further develop children's autonomy, negotiation and responsibility while continuing to embed equality, diversity and inclusion.

Caring ~ Achievement ~ Respect



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Very Good

Raising Attainment and Achievement

- Children make very good progress from their starting points, supported by individualised planning, strong literacy and numeracy approaches, and rigorous tracking.
- Rich learning in school, outdoors and in the community supports wider achievement, confidence, resilience and skills for learning, life and work.
- Wish: Broaden achievement and skills opportunities through community and wider-school partnerships while maintaining close tracking, challenge and equity for every learner

Very Good

Curriculum

- Staff share a strong values-based approach, using play pedagogy and sound knowledge of child development. Children have a strong voice in shaping their learning, with the curriculum responding to their interests, choices and ideas within the Curriculum for Excellence framework.
- Staff identify individual needs effectively and use assessment to plan appropriate next steps, pace and challenge.
- Next step: Further develop Global Citizenship through stronger local, national and international partnerships.

Very Good

Self-evaluation

- Self-evaluation is embedded and systematic, using HGIOS4, planned review cycles and a wide range of evidence to drive improvement.
- Pupil voice is a strong feature: children evaluate learning, contribute to school priorities and are developing confidence and ownership.
- Wish: Deepen stakeholder involvement so parents and community partners play an increasingly consistent role in evaluating impact and shaping priorities.

Caring ~ Achievement ~ Respect