



Kilmacolm Primary School

Context of the Establishment

Our School

Kilmacolm Primary School is a non-denominational school situated in the village of Kilmacolm in Inverclyde. The school serves the villages of Kilmacolm, Quarriers and the outlying farming community. In session 2024/25 our role was 234 and we had 9 school classes from P1-P7.

There were 16 members of teaching staff, including a Head Teacher, Depute Head Teacher, 7 full time members of staff and 9 part time members of staff. The school was supported by 9 Pupil Support Assistants (2 PSAs were funded through PEF), 2 clerical staff and a janitor.

We also have a nursery class for up to 40 children attending nursery during term time hours. There was one nursery Depute, one Senior EYECO, 5 EYECOs and two Early Years Support Assistants.

The school and nursery was refurbished during session 2016/17 to provide a bright and stimulating learning environment which includes two PE halls, a Multi Use Games Area (MUGA), a library and computer suite. We opened our very impressive outdoor nursery area in August 2019.

Our associated secondary schools are Port Glasgow High School and St Stephen's High School.

In Session 2024/25 the Free School Meal entitlement in the school was 14.9%, Additional Support Needs was 28.21% and EAL (English as an Additional Language) was 3.42%.



Our Vision, Values and Aims

Our Vision, Values and Aims were created by the school community in Session 2021/22

Vision:

“Love Learning, Learning for Life”

Our Values:

- Kindness
- Positivity
- Success

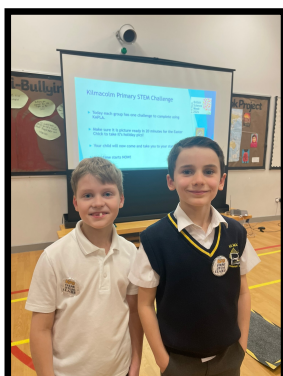
Our Aims:

At Kilmacolm Primary School and Nursery Class we aim to provide education and care of the highest quality which:

- fosters creativity and confidence whilst developing every child’s skills, personality and talents
- ensures they can achieve their full potential academically, emotionally and physically
- provides a safe, happy and motivating learning environment, at the heart of our community

*we plan to review the school Vision, Values and Aims with the whole school community in Session 2025/26

Our school values...



K - KINDNESS
P - POSITIVITY
S - SUCCESS



...are at the heart of everything we do in KPS!

School Priority 1

NIF Priority
Improvements in attainment, particularly in literacy and numeracy

NIF Driver
Assessment of children's progress
Teacher professionalism

HGIOS QIs
3.2 Securing Children's Progress
3.2 Raising attainment and achievement

UNCRC
Article 3 (Best interests of the child):
Article 28: (Right to education):

Outcome:
1.1 PLAY PEDAGOGY

- All staff will report increased knowledge and confidence when planning high quality play pedagogy learning experiences (indoor and outdoor), using the #PlayTheKPSWay Framework, by Dec 2024
- Almost all pupils will show increased engagement and confidence in play pedagogy learning experiences (indoor and outdoor), by May 2025
- Almost all parents will attend a play pedagogy learning activity/workshop(indoor and outdoor), by May 2025
- Almost all staff will engage with the Inverclyde 'Improving Our Play' network, by May 2025
- Quality Assurance, tracking and attainment data will show a continued positive impact on the attainment levels of almost all children
- Staff will report increased confidence when planning, assessing and evaluating play experiences

1.2 CURRICULUM PLANNING

- All children will have participated in a Global Citizenship and Cultural Diversity IDL project linked to the KPS Reading Framework, by May 2024
- All children, staff and parents will have an increased awareness of anti-racism by May 2024
- Quality Assurance will show high levels of engagement with a Global Citizenship and Cultural Diversity IDL project and almost all children will be able to articulate the planning process of the project
- Quality Assurance, tracking and attainment data will show a continued positive impact on the attainment levels of almost all children

1.3 LITERACY

- Almost all children will show increased attainment levels and engagement in high quality learning experiences in Literacy, by Dec 2024
- All staff will report increased knowledge and confidence when planning, assessing and tracking high quality learning experiences (Literacy), by Nov 2024
- Termly Quality Assurance and Tracking Meetings will show positive impact of Literacy pedagogical approaches on levels of engagement and attainment on a targeted group of children
- Self-evaluation will show an increase in confidence and skills to plan, assess and track Literacy, using the Early Years Tracker and the school tracking procedures

1.4 NUMERACY

- Almost all children will show increased attainment levels and engagement in high quality learning experiences in Numeracy, by Dec 2024
- All staff will report increased knowledge and confidence when planning, assessing and tracking high quality learning experiences (Numeracy), by Nov 2024
- Termly Quality Assurance and Tracking Meetings will show positive impact of Numeracy pedagogical approaches on levels of engagement and attainment on a targeted group of children
- Self-evaluation will show an increase in confidence and skills to plan, assess and track Numeracy, using the Early Years Tracker and the school tracking procedures

PEF used to support closing the gap:

- Two full-time Pupil Support Assistants (£35182) to support the health and wellbeing and levels of engagement in Literacy and Numeracy of identified children

Progress and impact of outcomes for learners:
1.1 PLAY PEDAGOGY

- Quality Assurance and tracking data indicates that the implementation of a 'Play-based approach' is having a continued positive impact on the wellbeing, levels of engagement, attainment levels and skills development of the children in the school. There have been sustained high attainment levels above 90% in Primary 1 and Primary 2. There was an increase of 3.6% in P3 in Numeracy.
- Staff planned increasingly high quality playful learning experiences using pupil voice, as observed during Quality Assurance Weeks.
- All staff reported increased knowledge and confidence when planning play learning experiences (indoor and outdoor).
- Almost all staff engaged with the Inverclyde 'Improving Our Play' network, as a result feedback from staff indicated that their Play Pedagogy knowledge and skills are improving.
- There was a high level of engagement for almost all learners during play learning experiences, staff reported that targeted groups of children had increased their level of engagement since the start of the session.
- Almost all parents attended a play pedagogy learning activity/workshop, those who attended gave positive feedback.

1.2 CURRICULUM PLANNING

- All staff were consulted on and contributed to the review and the development of the new KPS Curriculum Plan. As a result, Quality Assurance evidence showed planning for high quality learning experiences across the school eg Outdoor Learning, cooking and woodwork. The plan will now be fully implemented in Session in 2025/26.
- Quality Assurance evidence and feedback from staff indicated that their own and the children's knowledge of Anti-Racism and Global Citizenship and Cultural Diversity themes are developing.
- Positive impact of pupil and staff leadership roles is evident, children showed leadership skills in Literacy and STEM. However not all staff and pupils are involved in a leadership role, so this will be a development focus for next session.
- Feedback from nursery staff showed they have increased confidence and understanding when using the new Early Years Tracker, as a result children's progress in Literacy, Numeracy and Health & Wellbeing were tracked effectively by all staff

1.3 LITERACY

- The tracking and attainment data is showing sustained high levels of attainment in Literacy across all stages. The spelling 'test of change' showed that although there was an improvement in spelling results across the session, there continues to be inconsistencies of pedagogy and assessment across classes. Therefore, we will implement the new Literacy Curriculum Plan to ensure a consistency of approach and improved levels of confidence and attainment for all children, including a targeted group of children in spelling.
- The tracking and attainment data is showing sustained high levels of attainment in Writing across all stages. However, Quality Assurance highlighted inconsistencies of pedagogy and assessment across classes.
- The pupil and parent questionnaire results highlighted some concerns around the impact of homework and parents requested more support to help their child at home. Parents also highlighted the positive impact of parental engagement sessions in Literacy, Play and STEM.
- All staff participated in the review of spelling and all staff participated in a spelling test of change for a targeted group of children.
- In P7, 70% of a targeted group of children increased their spelling age by 1-3 years
- In P6, 64% of all children increased their spelling age by 1-2 years
- In P5, 91% of all children increased their spelling age
- In P4, 92% of all children increased their spelling age
- In P3, 91% of all children increased their spelling age
- All nursery staff reported an increase in confidence and skills to plan, assess and track Literacy, using the Early Years Tracker and the school tracking procedures.

1.4 NUMERACY

- The tracking and attainment data is showing sustained high levels of attainment in Numeracy across all stages. The review of mental agility highlighted inconsistencies of pedagogy and assessment across classes. Therefore, we will implement the new Numeracy Curriculum Plan to ensure a consistency of approach and improved levels of confidence and attainment for all children, including a targeted group of children in mental agility.

Next steps

- Review the school Vision, Values & Aims to ensure they continue to be inclusive and reflect the needs and aspirations of the school community, aligning with the school's educational priorities.
- Implement the new KPS Curriculum Plan, ensuring all children receive high quality learning experiences across all areas of the curriculum
- Further develop staff knowledge and skills of Literacy, Numeracy and Play Pedagogy, through the PRD, Professional Learning and Quality Assurance processes
- Review writing procedures in line with Inverclyde Writing Assessment criteria
- Further develop an inclusive curriculum with a focus on Building Racial Literacy
- Continue to review the mental agility procedures, ensuring continued consistency of pedagogy, resources and assessment
- Further develop pupil and staff leadership roles across the curriculum
- Introduce the new Quality Improvement Framework to the nursery staff

Maintenance:

- Continue to implement the spelling procedures, ensuring continued consistency of pedagogy, resources and assessment
- Review Homework procedures, ensuring children and parents see the impact on their progression in learning at home
- Further develop parental engagement across Literacy, Numeracy and Play Pedagogy

Establishment Priority 2

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

Parental engagement
Teacher professionalism

HGIOS QIs

3.2 Securing Children's Progress
3.2 Raising attainment and achievement

UNCRC

Article 31 (Leisure, play and culture):
Article 28: (Right to education):

Outcome:

2.1 TRAUMA INFORMED PRACTICE & CIRCLE INCLUSIVE CLASSROOM

- All staff will report increased knowledge of the new GIRFEC/Support for Learning procedures, by Oct 2024
- Almost all children impacted by poverty will show increased levels of wellbeing and attainment, by May 2025

2.2 GIRFEC & LEGISLATIVE FRAMEWORKS

- By May 2025, the gap between SIMD 1-2 and SIMD 1-3 learners in P4, will decrease by 2% (in Numeracy)
- By May 2025, the gap between SIMD 1-2 and SIMD 1-3 learners in P7, will decrease by 5% (in all curricular areas)
- By May 2025, the attainment levels in Numeracy of a group of protected P2-7 learners (previously LAC), will increase by 10%
- By May 2025, the attainment levels in Writing of a group of protected P2-7 learners (previously LAC), will increase by 10%
- By May 2025, the attainment levels in Reading, Writing and Numeracy of a group of protected P2-7 learners (ASN), will increase by 6%
- By May 2025, the attendance levels of a group of P2-7 targeted learners, will increase by 20%
- By May 2025, the attainment levels in Numeracy of a group of P7 targeted learners impacted by poverty, will increase by a years progress

PEF used to support closing the gap:

- Two full-time Pupil Support Assistants (£35182) to support the health and wellbeing and levels of engagement in Literacy and Numeracy of identified children

Progress and impact of outcomes for learners:

2.1 TRAUMA INFORMED PRACTICE

- Staff feedback and observations showed an increase in levels of engagement for a targeted group of children, as a result of the Trauma Informed The Promise and Circle Inclusive strategies being implemented
- All staff reported a rise in confidence of knowledge and expertise using a range of strategies to support children who have been affected by trauma and face challenges with emotional regulation

2.2 GIRFEC & LEGISLATIVE FRAMEWORKS

- All staff reported an increased knowledge of the new GIRFEC planning procedures, as result a targeted group of children were monitored and assessed and support was planned and implemented effectively

Next steps

- Continue to review GIRFEC/Support for Learning Procedures (annual basis) Ensure targeted groups of children complete the Glasgow Wellbeing survey in Aug/Sep, create pupil support plans where necessary
- Monitor impact of Barnardos support worker on a targeted group of children and families
- Ensure all staff complete The Promise training
- Continue to embed and monitor Trauma Informed practice and Circle Inclusive Classroom strategies through Quality Assurance procedures
- Continue to embed Children's Rights across the school, re-apply for the Gold Rights Respecting Schools Award

School Priority 3

NIF Priority

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

Improvements in attainment, particularly in literacy and numeracy

NIF Driver

Performance information

Teacher professionalism

HGIOS QIs

3.2 Securing Children's Progress

3.2 Raising attainment and achievement

UNCRC

Article 12 (Respect for the views of the child):

Article 28: (*Right to education*):

Outcome:

3.1 GIRFEC/SUPPORT FOR LEARNING PROCEDURES

- All targeted children, will have an increase in levels of engagement and wellbeing, as a result of the Trauma Informed and Circle Inclusive strategies, by April 2025
- All staff will report a rise in confidence of knowledge and expertise using a range of support strategies, by Dec 2024

3.2 ASSESSMENT & DATA ANALYSIS

- All staff will report increased knowledge of legislative frameworks and the new GIRFEC planning procedures, by April 2024

PEF used to support closing the gap:

- Two full-time Pupil Support Assistants (£35182) to support the health and wellbeing and levels of engagement of identified children

Progress and impact of outcomes for learners:

3.1 GIRFEC/SUPPORT FOR LEARNING PROCEDURES

- The updated GIRFEC/Support for Learning procedures are followed effectively by all staff, resulting in a more consistent approach to support the needs of children who have been affected by poverty across the school.
- All staff reported that as they now have the knowledge and skills to support targeted groups of children, as a result they have reported they are more responsive to the children's needs.
- All children in P4-7 who require support are part of a support group with a learning plan, as a result there have been improved or sustained levels of attainment.
- In-depth discussions at tracking meetings ensure support is given to children who need it, reviewed every 4-6 weeks and by the SLT every term.
- In P1, P2, P3 and P6 over 80% of children impacted by poverty achieved the appropriate levels of wellbeing and attainment.
- In P4 and P5 100% of children impacted by poverty achieved the appropriate levels of wellbeing and attainment.

3.2 ASSESSMENT AND DATA ANALYSIS

- The gap between SIMD 1-2 and SIMD 3-10 learners in P4, will decreased by 6% (in Numeracy)
- The attainment levels in Numeracy of a group of protected P1-7 learners (previously LAC), increased by 40%
- The attainment levels in Writing of a group of protected P2-7 learners (previously LAC), will increase by 40%
- The attainment levels of a group of protected P2-7 learners (ASN), increased to 70% for Reading, 67% for Writing and 61% for Numeracy
- The attendance levels of a group of P2-7 targeted learners increased by 0.7%
- The attainment levels in Numeracy of a group of P7 targeted learners impacted by poverty increased by a years progress
- Updated tracking systems ensured there was a clearer, overall picture of children's attainment from protected groups, ASN and SIMD 1&2

Next steps

- Implement the new processes for assessment, tracking, Quality Assurance and data analysis
- Continue to upskill staff re assessment, tracking and data analysis
- Continue to plan/track/support children's needs and barriers

School Priority 4

NIF Priority

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

Improvements in attainment, particularly in literacy and numeracy

NIF Driver

Performance information

Teacher professionalism

HGIOS QIs

3.2 Securing Children's Progress

3.2 Raising attainment and achievement

UNCRC

Article 12 (Respect for the views of the child):

Article 28: (Right to education):

Outcome:

4.1 STEM

- All P1-7 children will show increased knowledge, skills and attainment levels in STEM by May 2025
- All P1-7 children will continue to experience high quality learning experiences in STEM by May 2025
- Almost all nursery and P1-7 parents will attend curricular workshops linked to STEM by June 2025

4.2 SKILLS DEVELOPMENT

- All staff and children will be familiar with the updated skills progression framework by December 2024
- Almost all nursery and P1-7 children will be able to describe their skills development using the updated skills progression framework by June 2025

PEF used to support closing the gap:

- Two full-time Pupil Support Assistants (E35182) to support the health and wellbeing and levels of engagement of identified children

Progress and impact of outcomes for learners:

4.1 STEM

- Almost all P1-7 children showed an increased knowledge, skills and attainment levels in STEM
- Quality Assurance evidence shows that all P1-7 children continued to experience high quality learning experiences in STEM
- Almost all nursery and P1-7 parents attended curricular workshops linked to STEM and gave positive feedback
- The school achieved recognition of the developments in STEM through the achievement of the STEM Nation Award (June 2025)

4.2 SKILLS DEVELOPMENT

- Quality Assurance evidence shows that all staff and almost all children show an understanding of the KPS Meta Skills
- Almost all P1-7 children are able to describe their Meta Skills development and link each skills to their learning across the curriculum

Next steps

- Implement the new KPS Curriculum Plan, ensuring all children receive high quality learning experiences in STEM, Science, Outdoor Learning, Digital Literacy and the 'Let's Grow & Cook Together' project
- Continue to develop the children's Meta Skills and organise showcase events, to include parents and partners (ie KPS Meta Skills Showcase and KPS TV Festival)
- Develop pupil and staff STEM leadership roles eg Spheros, Indi Bolts, Micro Bits, Ooni, Sonappa (see Priority 1)
- Apply for the STEM Nation Award for the nursery class

Maintenance:

- Continue to develop STEM community partners

Additional PEF Spend

NIF Priority

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

HGIOS QIs

3.2 Securing Children's Progress
3.2 Raising attainment and achievement

UNCRC

Article 12 (Respect for the views of the child):
Article 28: (Right to education):

Spend:

A total of £36750 will be used to fund:

- Two full-time Pupil Support Assistants (£35182) to support the health and wellbeing and levels of engagement of identified children
- Financial support with P7 residential trip (£367.50)

Progress and impact of outcomes for learners:

Impact:

The targeted group of children have:

- Increased levels of engagement in the classroom
- Increasingly used strategies to help regulate their emotions with support from the Pupil Support Assistants
- Increased their reading ages over the session by 5 months
- Improved attainment in writing and spelling
- Showed increasing levels of engagement during STEM learning experiences, as a result most are 'on track' with their learning in STEM

Next steps

- Continue to support a targeted group of children with their emotional wellbeing, engagement in class and attainment levels with one full-time Pupil Support Assistant
- Support a targeted group of children and their families with a Barnardos Support Worker, to increase attendance levels by 5%
- Support a targeted group of children with their learning with additional block of support for learning time (see child plans) to sustain levels of progress and attainment

Data

Key Strengths:

- An increase of 0.6% in the overall attendance from 95% to 95.6%
- An increase of 1.3% in attendance of children living in SIMD 1 & 2 from 93% to 94.3%
- Reduction of the overall attainment gap of 0.7% between SIMD 1 & 2 and SIMD 3-10
- 90% of anti-pre school children were on track with their learning across the curriculum
- 97% of pre school children were on track with their learning across the curriculum

An increase in the overall attainment levels for:

- P2 children for Listening & Talking, Reading, Writing and Numeracy
- P5 children for Listening & Talking, Reading and Writing
- P7 children for Listening & Talking and Reading

Sustained high levels of attainment for:

- P1, P2 (over 91%) in Listening & Talking, Reading, Writing and Numeracy
- P3 (over 88%) in Listening & Talking and Numeracy
- P4 (over 89%) in Listening & Talking, Reading, Writing and Numeracy
- P5, P6 (over 94%) in Listening & Talking and Reading
- P7 (over 90%) in Listening & Talking, Reading and Writing
- P2, P3, P6 (over 80%) in Listening & Talking, Reading, Writing and Numeracy for children impacted by poverty
- P5, P4 (100%) in Listening & Talking, Reading, Writing and Numeracy for children impacted by poverty

A reduction in attainment gap for:

- P2 of 5.6% in Writing
- P5 of 7.1% in Writing and 10.5% in Numeracy

Key Priorities:

- Continue to sustain high levels of attainment and attendance (over 95%)

Increase levels of attainment for:

- P7 in Writing by 4% and Numeracy by 2%
- P6 in Writing by 3% and Numeracy by 6%
- P5 in Reading, Writing and Numeracy by 2%
- P4 in Listening & Talking and Numeracy by 3%, Reading and Writing by 4%

National Improvement Framework Quality Indicators

1.3 Leadership of change

Key Strengths:

- Shared vision that is unique to our school and nursery class
- Committed staff team
- Effective staff and pupil leadership
- Effective strategic planning with high aspirational aims and measures
- The school's continuous improvement journey, all staff aware of the school's priorities, all staff clear on high expectations and standards set
- CLPL empower and motivate staff and have a positive impact on practice
- Sharing of practice across Inverclyde (Play Conference & Play Network Meetings - for #PlayTheKPsWay and #KPSLovesOutdoorLearning, teacher visits to P1 to see P1 Pedagogy in action and woodwork progression from nursery to P7)
- Achievement of the STEM Nation Award and the reaccreditation of the Gold Reading Schools Award (June 2025)

Key Priorities:

- Review the school Vision, Values & Aims
- Further develop staff and pupil leadership roles

Grade:

- Very Good

2.3 Learning, teaching and assessment

Key Strengths:

- Welcoming nurturing and supportive ethos and calm learning environments
- Positive ethos, culture and relationships that promote a Rights Respecting culture
- High quality learning experiences
- Motivated and engaged children
- Skilled teachers, nursery staff and support staff
- Implementation of effective pedagogical approaches
- Sustained high levels of attainment in Literacy and Numeracy

Results from the Parent Questionnaire:

- 96% strongly agreed/agreed that their child is making good progress
- 90% strongly agreed/agreed that their child receives the support they need

Key Priorities:

- Continue to review pedagogical and assessment approaches across the nursery and school
- Implement the KPS Curriculum Plan
- Expand on existing opportunities for leadership at all levels throughout the school and nursery

Grade:

- Very Good

3.1 Ensuring wellbeing, equity and inclusion

Key Strengths:

3.1 Ensuring Wellbeing, Equality and Inclusion

- Positive ethos and relationships across the school and nursery
- Strong community partnership working
- Effective use of GIEFEC strategies, including Trauma Informed Practice, The Promise and Circle Inclusive Classroom to support the needs of children
- Effective approaches to identify and support children
- Positive impact on children's wellbeing
- High quality outdoor learning provision
- Celebration of diversity through Global Citizenship book projects and Anti-Racism education

Results from the Pupil Questionnaire:

- 93% said they have someone in the school can speak to if they are upset or worried about something
- 93% said the school helps them to understand and respect other people
- 89% said they feel safe in school
- 73% said the school deals with bullying (27% said they had never experienced bullying)

Results from the Parent Questionnaire:

- 98% strongly agreed/agreed that their child feels safe in school
- 97% strongly agreed/agreed that the school encourages children to treat each other with respect
- 95% strongly agreed/agreed that the school deals with any bullying
- 93% strongly agreed/agreed that the school supports their child's emotional wellbeing

Key Priorities:

3.1 Ensuring Wellbeing, Equality and Inclusion

- Continue to implement GIEFEC strategies in the school
- Further develop pupil voice through pupil leadership teams
- Further promote and celebrate diversity through Anti-Racism/Building Racial Literacy Curriculum Plan, Religious and Moral Education Plan, school assemblies and the Global Citizenship reading framework

Grade:

- Very Good

3.2 Raising attainment and achievement/Securing children's progress

Key Strengths:

3.2 Raising Attainment and Achievement

- Sustained high attainment and attendance levels
- Effective partnerships to support the children's attainment
- Recognition of the children's achievements in school, at home and out in the community
- Wide range of opportunities provided to enhance the children's experience and meet the needs of learners
- Children's well developed capacity to articulate their Meta Skills development and progress

Key Priorities:

3.2 Raising Attainment and Achievement

- Continue to sustain the high attainment and attendance level trend
- Implement the new KPS Curriculum Plan
- Continue to develop tracking of children's attainment and achievement across the whole curriculum
- Expand on existing opportunities for leadership at all levels throughout the school and nursery
- Continue the strong focus upon rigorous tracking of data to meet learner needs

Other quality indicators evaluated from 3 year plan

2.2 Curriculum

Key Strengths:

- Vision, Values and Aims in place that reflect the aspirations of the school community
- Development of the creative and innovative KPS Curriculum Plan that promotes successful learners, confident individuals, responsible citizens and effective contributors
- Strong partnership working with local business and parents to enhance the children's learning experiences
- Successful funding applications from local businesses and national grants, all funds used to buy resources to enhance the children's learning experiences
- Development of the KPS Meta Skills through the STEM curriculum
- Recognition of approaches to STEM with the STEM Nation Award (June 2025)
- Recognition of approaches to reading with the reaccreditation of the Gold Reading Schools Award (June 2025)

Key Priorities:

- Review the school Vision, Values and Aims to ensure it continues to reflect the needs and aspirations of the school community, aligning with the school's educational priorities.
- Implementation of the KPS Curriculum Plan
- Further develop partnership working and application of funding grants
- Develop staff capacity to build confidence to deliver the KPS Curriculum Plan
- Further develop the children's Meta Skills to link with all areas of the curriculum

Key Achievements of the Establishment

Opportunity to celebrate activities, awards, events, partnerships:

- Care Inspectorate (5 'very good' grades) October 2024
- STEM Nation Award (June 2025)
- Gold Reading Schools Award (reaccreditation June 2025)
- Achievement of the Bikeability Level 3 or 4 Award for all P6 children (June 2025)

Community Partnerships

- The Haven, Inverclyde Shed, Kilmacolm Eco Group, Kilmacolm Community Council, The Ginger Cat Bookshop, Inverclyde Libraries, Punto all support the KPS curriculum by providing financial and expert advice and guidance to ensure the children have high quality learning experiences
- STEM partners supported Science Week (March 2025) by providing pupil/parent workshops and financial support (Diodes, Wind4Kids, Thermo Fisher, Royal Navy).

Community Engagement

- Intergenerational community projects: music project with local care homes, grand-parent school librarians, P7 choir visit to Campbell Snowdon, craft project for the Kilmacolm Wednesday Club
- Involvement in Kilmacolm Flower Show and Kilmacolm Show
- Attendance at all Inverclyde Active Schools sport competitions (football, netball, athletics) - transport costs £1000 supported by KPS Parent Partnership
- Scottish Water Kilmacolm project with the nursery
- P5-7 Pizza project in partnership with Punto and the Co-op

Funding

- Successful STEM funding grants/financial support for STEM projects and resources (Virgin Money £2310, Raise Scotland £1000, Diodes £500, Cooperative £250, KPS Parent Partnership £2000)
- Financial support from the KPS Parent Partnership (#KPSLovesChristmas £1000 and transport £1000)

Fundraising

- P7 raised £300 for Annette St Primary School in Glasgow
- P7 KPS Cuddles project raised £661 for the Salvation Army Toy appeal
- The nursery raised £1318.50 for the Children's Hospital
- Charity - Fundraising - nursery £1318.50 Glasgow Children's Hospital
- Successful school fundraising to support school-based projects (Christmas parent raffle £345.77, Totally Taylor £2777.84, Nursery Mini Hyrox £1200, KPS Fest £5000)

Parental Engagement

- Events over the school session to promote parental engagement (Science Week, Maths Week Scotland, Literacy Workshops, STEM & Play Workshops, Hyrox, Nursery Mini Hyrox, nursery Stay & Play sessions)

Celebrating Success

- Features in the Greenock Telegraph (see links below)
- Monthly Gold Achievement Assemblies, celebrating the achievements of the children at home, at school and out in the community
- Monthly school and nursery Sway Newsletters
- KPS School Values Awards, developed by the P7 House Captains and the Junior Leadership Team and presented at the Gold Achievement Assemblies

School Trips & Cost of the School Day

- All school trips, with the exception of the P7 residential trip had no cost implications for parents
- P7 residential trip to Lockerbie Manor
- P7 day out to M&Ds (funded by money raised from a Bake Sale £500 and donation from KPS Parent Partnership £500)
- P1-7 Science Centre (funded by Raise grant, the school fund and £125 from KPS Parent Partnership)
- P6 Wagamama (funded by the Japanese Society)
- P3 trip to Clydemuirshiel (bus funded by the KPS Parent Partnership)
- P4 trip to The Beacon (bus funded by school funds)
- Nursery and P1-7 trip to Kilmacolm Library (no cost)
- Nursery trips to Duchal woods and around the local community (no cost)

Sharing Practice

- St Mary's Primary School (woodwork)
- St Francis' Nursery Class & West College (Outdoor Learning)
- Inverkip Primary School, St Patrick's Primary School and Moorfoot Primary School (Play Pedagogy)
- St Columba's Primary School, Oban (Global Citizenship Reading Framework)

Features in the Greenock Telegraph
https://www.greenocktelegraph.co.uk/news/24641254.kilmacolm-primary-school-nursery-very-good-inspection/
Nursery Care Inspectorate Report
https://www.greenocktelegraph.co.uk/news/25245733.kilmacolm-primary-school-receives-stem-nation-award/
STEM Nation Award
https://www.greenocktelegraph.co.uk/news/24575423.kilmacolm-primary-pupils-grow-cook-together-project/
Outdoor Learning & Community Partnerships
https://www.greenocktelegraph.co.uk/news/24611904.kilmacolm-primary-pupils-design-pizzas-punto-chefs/
Pizza Project with Punto
https://www.greenocktelegraph.co.uk/news/25075216.kilmacolm-primary-music-sessions-help-people-dementia/
Intergenerational Project
https://www.greenocktelegraph.co.uk/news/24954560.school-pupils-visit-retired-teacher-100th-birthday/
Community Engagement
https://www.greenocktelegraph.co.uk/news/24583887.kilmacolm-primary-runs-stem-workshops-pupils-parents/
STEM Parent Workshops
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