Kilmacolm Primary School
Standards and Quality 2025-26

Inverclyde council

Inverclyde council

Kilmacolm Primary School

Context of the Establishment

Our Establishment
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 outlining farming community. In session 2025/26 our role was 224 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 8 Pupil Support Assistants (1 PSA was funded through PEF), 2 clerical staff and a janitor.

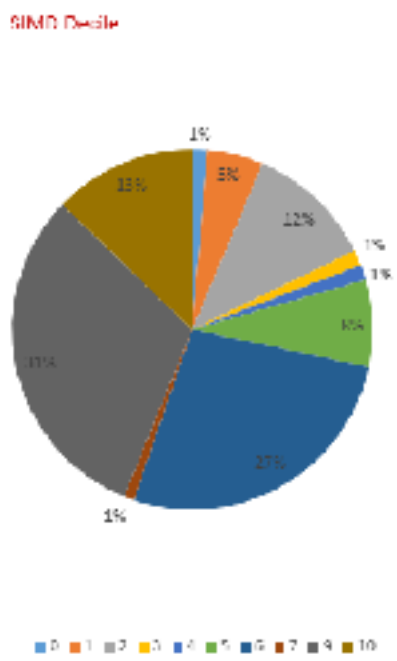
We also have a nursery class for up to 40 children attending nursery during term time hours.There was one nursery Depute, one Senior EYECO, 6 EYECOs (including 4 part-time staff) and two Early Years Support Assistants.

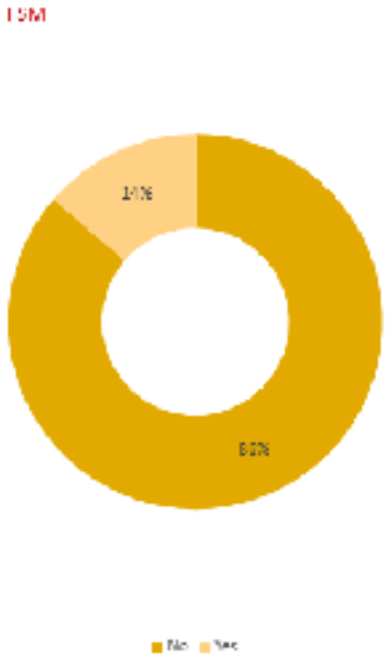
The school and nursery was refurbished during session 2016/17 to provide a bright and stimulating learning environment which includes two PE halls, a Multi Use Games Area (MUGA), a library and computer suite. We opened our very impressive outdoor nursery area in August 2019.

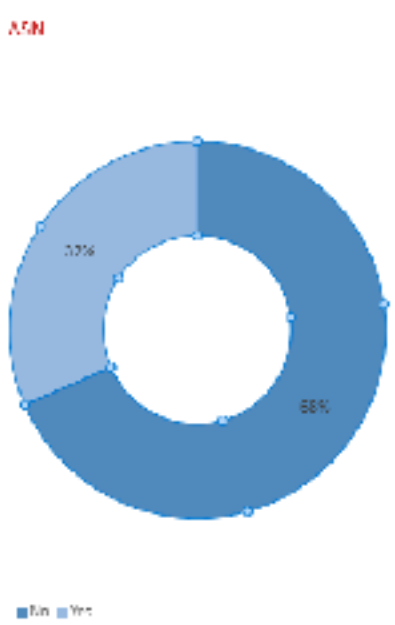
Our associated secondary schools are Port Glasgow High School and St Stephen's High School.

In Session 2025/26 the Free School Meal entitlement in the school was 14%, Additional Support Needs was 31.5% and EAL (English as an Additional Language) was 3.7%.

17% of our children live in SIMD 1-2 and the majority of our children live in SIMD 6-10.







Our Vision, Values and Aims were created by the school community in Session 2021/22 and reviewed in Session 2025/26.

Vision:
"Love Learning, Learning for Life"

Values:
- K - Kindness
- P - Positivity
- S - Success

Aims:
We aim for every child to confidently say:

'In Kilmacolm Primary School and Nursery Class….we are safe, we are kind, we learn and play. We try our best everyday to grow, be confident and shine our way.'

Establishment priority 1

NIF Priority	HGIOS QIs
Improvements in attainment, particularly in literacy and numeracy **NIF Driver** Assessment of children's progress Teacher professionalism	3.2 Securing Children's Progress 3.2 Raising attainment and achievement **QIF ELC QIs** • Leadership • Children thrive and develop in quality spaces • Children play and learn • Children are supported to achieve **UNCRC** Article 3 (Best interests of the child) *Article 28: (Right to education)*

Outcome:

1.1 SCHOOL VISION, VALUES & AIMS

- All stakeholders will be involved in reviewing the school Vision, Values & Aims from September 2025 to March 2026
- By March 2026, the revised Vision, Values and Aims will continue to be inclusive and clearly reflect the school's needs and aspirations of the school community, aligning with the school's educational priorities
- All revised Vision, Values and Aims will be well communicated with and understood by all stakeholders by June 2026

1.2 CURRICULUM PLANNING

- The introduction of the new KPS Curriculum Plan will ensure teachers have improved knowledge, skills and confidence to plan high quality learning experiences that include progression, breadth and depth across all curriculum areas by March 2026.
- Pupil engagement, attainment and equity of experience will improve through a consistent approach across the school of pedagogy, resources and assessment by November 2025.
- Staff and pupils will engage in curriculum leadership teams, fostering a sense of ownership, collaboration, pupil voice and responsibility for curriculum development and improvement from August 2025 to May 2026.
- Nursery staff will review current planning to ensure all areas of the curriculum are planned and tracked by November 2025.

1.3 LITERACY & NUMERACY

- All children, including a targeted group of children will show an increase in confidence and attainment results in spelling and writing by November 2025
- All children, including a targeted group of children will show an increase in confidence and attainment results in mental agility by November 2025
- Quality Assurance will show a consistent approach to pedagogy, resources and assessment in spelling, writing and mental agility by November 2025
- 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%

1.4 QUALITY IMPROVEMENT FRAMEWORK

- All nursery staff will have a clear understanding of the new Quality Improvement Framework by December 2025
- Nursery Quality Assurance procedures will be reviewed in line with the new Quality Improvement Framework by November 2025

PEF used to support closing the gap:

- A total of £33927.85 (£36750, including an overspend of £2822.15) will be used to fund:
- Full-time Pupil Support Assistants to support the health and wellbeing and levels of engagement of identified children (£18500)
- One iPad to support children who have barriers to their learning in Literacy and Numeracy (£300)
- Barnardos Family Support Worker (0.1) to support targeted groups of children and families who are 'not on track' with their learning (£5000)
- Support for Learning teacher to support targeted groups of children to sustain levels of attainment in P5-7 (blocks of time/days tbc - £10127.85)

Progress and impact of outcomes for learners:

1.1 VISION, VALUES & AIMS

Quality Assurance, self-evaluation, tracking and attainment data showed:

- The participation of all children, staff and the majority of parents and partners in the review of the vision, values and aims
- An awareness and understanding of the reviewed Vision, Values and Aims, validated by the Peer Review Team who reported 'The strong vision and values support the positive, safe and inclusive ethos in the school. These have recently been reviewed with the voice of all stakeholders.'

1.2 CURRICULUM PLANNING

Quality Assurance, self-evaluation, tracking and attainment data showed:

- Increased staff understanding, confidence and effectiveness in the delivery of the new KPS Curriculum
- A consistent and high quality planning of learning experiences of the new KPS Curriculum, including the development of innovative STEM projects 'Toys' (P1-7), 'KPS TV Festival' (P5), 'Gardening Project' (P6/5), '#KPSLovesSpanish' (P5-7), 'Pizza Project' (Nursery & P5-7), 'KPS School of Wisdom and Wonder' (P5-7) and 'Masterchef' (P5-7)
- A continued positive impact on the attainment levels of almost all children sustained at over 90%. Overall attainment increased by 1.5% for Listening and Talking, 2.5% for Writing, 2% in Numeracy. Reading remained at 93.2%.
- Sustained high levels of pupil engagement and positive pupil feedback on the relevance, enjoyment and challenge within the new KPS Curriculum Plan

1.3 LITERACY & NUMERACY

Quality Assurance, self-evaluation, tracking and attainment data showed:

- A consistent and high quality approach to planning and delivery of mental agility and spelling lessons
- A consistent approach to assessing and providing quality feedback in writing (teacher/self and peer assessment) using the new Inverclyde Writing Criteria
- All children in P7 achieved an increase in their spelling ages, 60% of P7 achieved a spelling age of 11 or over
- In P6 90% achieved a spelling age 11 years or over
- In **Writing**, 95.8%* of P1 children achieved Early Level (with 30% 'beyond expectation'), 88.9% of P4 children achieved First Level (with 31% 'beyond expectation'), 93.3%* of P7 children achieved Second Level (with 45% 'beyond expectation')
- In **Numeracy**, 95.8%* of P1 children achieved Early Level (with 52% 'beyond expectation'), 88.9% of P4 children achieved First Level (with 44% 'beyond expectation'), 83.3% of P7 children achieved Second Level (with 26% 'beyond expectation')

*this is an increase from Session 2024/25

1.4 QUALITY IMPROVEMENT FRAMEWORK

Quality Assurance, self-evaluation, tracking and attainment data showed:

- An increase in staff confidence and skills to effectively plan, assess and track children's learning in the nursery using the new Quality Improvement Framework

Next steps

- Ensure the reviewed school Vision, Values & Aims are understood and embedded across the school community and are the key driver for all future planning
- Continue to review and develop the new KPS Curriculum Plan, with a focus on Expressive Arts, Health and Wellbeing and Spanish
- Track and monitor progress across all curricular areas
- Review the approach to the Leadership Teams, continuing to ensure all nursery and teaching staff are involved with an increased number of children
- Further develop staff knowledge and skills of Literacy, Numeracy and Play Pedagogy, through the PRD, Professional Learning and Quality Assurance processes
- Continue to review and develop the mental agility procedures, ensuring continued consistency of pedagogy, resources and assessment
- Continue to use the new Quality Improvement Framework in the nursery class
- Continue to gather the views and opinions of all stakeholders, using the data to inform future planning
- Continue to promote pupil voice and pupil leadership to ensure all children contribute to school improvement

Establishment priority 2

NIF Priority	HGIOS QIs
Improvement in children and young people's health and wellbeing **NIF Driver** Parental engagement Teacher professionalism	3.2 Securing Children's Progress 3.2 Raising attainment and achievement **QIF ELC QIs** • Leadership • Children thrive and develop in quality spaces • Children play and learn • Children are supported to achieve **UNCRC** Article 3 (Best interests of the child) *Article 28: (Right to education)* Article 31 (Leisure, play and culture) *Article 28: (Right to education)*

Outcome:

2.1 GIRFEC PROCEDURES

- All nursery and school staff will be trained in The Promise by November 2025
- All nursery and school staff will have a refresher in GIRFEC procedures by August 2025
- Targeted groups of children will continue to have their wellbeing tracked and monitored using Quality Assurance, Pupil Voice and the Glasgow Wellbeing Survey re feeling safe and included

2.2 HEALTH & WELLBEING CURRICULUM

- All staff will be confident in the implementation of the Inverclyde Health & Wellbeing Curriculum, ensuring they plan high quality learning experiences by March 2026
- All pupils and staff will increase their knowledge and understanding of children's rights and how they are embedded into daily practice and across the KPS Curriculum by March 2026
- The school will be successful in gaining the reaccreditation of the Gold Rights Respecting Schools Award in June 2026

PEF used to support children's health & wellbeing:

- A total of £33927.85 (£36750, including an underspend of £2822.15) will be used to fund:
- Full-time Pupil Support Assistant to support the health and wellbeing and levels of engagement of identified children (£18500)
- One iPad to support children who have barriers to their learning in Literacy and Numeracy (£300)
- Barnardos Family Support Worker (0.1) to support targeted groups of children and families who are 'not on track' with their learning (£5000)
- Support for Learning teacher to support targeted groups of children to sustain levels of attainment in P5-7 (blocks of time/days tbc) (£10127.85)

Progress and impact of outcomes for learners:

2.1 GIRFEC PROCEDURES

Quality Assurance, self-evaluation, tracking and attainment data showed:

- A positive impact on the well-being for a targeted group of children ensuring all children feel safe and included
- 98% of children said they feel safe in school and 89% said they have someone to speak to if they are upset or worried (Peer Review Pupil Questionnaires)
- Increased staff understanding of child trauma and the strategies to put in place to support children's wellbeing (all staff trained in The Promise and Pathological Demand Avoidance - PDA approaches)

2.2 HEALTH & WELLBEING CURRICULUM

Quality Assurance, self-evaluation, tracking and attainment data showed:

- Increased pupil and staff understanding of Children's Rights and how they are embedded into daily practice and across the KPS Curriculum

Next steps

- Continue to review GIRFEC/Support for Learning Procedures (annual basis)
- Continue to ensure targeted groups of children complete the Glasgow Wellbeing survey in Aug/Sep, create pupil support plans where necessary
- Continue to monitor impact of the Barnardos Family Support worker on a targeted group of children and families
- Monitor impact of the Health and Wellbeing Coach on a targeted group of children and families
- Continue to review nurture and trauma informed practice training, engaging with Inverclyde ASN Team to keep up to date with best practice
- Continue to embed Children's Rights across the school, re-apply for the Gold Rights Respecting Schools Award

Establishment priority 3

NIF Priority	HGIOS QIs
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	3.2 Securing Children's Progress 3.2 Raising attainment and achievement **QIF ELC QIs** • Leadership • Children thrive and develop in quality spaces • Children play and learn • Children are supported to achieve UNCRC Article 12 (Respect for the views of the child) *Article 28: (Right to education)*

Outcome:

3.1 DATA ANALYSIS

- New tracking procedures and data analysis will ensure there is a streamlined approach to monitoring pupil progress and attainment by November 2025
- Increased staff confidence and skills will ensure tracking and data analysis is consistent and accurate by November 2025
- Reduction in overall poverty attainment gap in Literacy and Numeracy by 2%
- Reduction in poverty attainment gap in P7 by 3% in Listening & Talking, Writing and Numeracy
- Reduction in poverty attainment gap in P4 by 4% in Literacy and Numeracy
- Reduction in poverty attainment gap in P3 by 4% in Reading
- Reduction in poverty attainment gap in P2 by 4% in Reading, Writing and Numeracy

3.2 PUPIL PLANNING

- Almost all children will show and improvement in progress in learning as a result of effective planning and targeted support

PEF used to support closing the gap:

- A total of £33927.85 (£356750 - overspend of £2822.15) will be used to fund:
- Full-time Pupil Support Assistants to support the health and wellbeing and levels of engagement of identified children (£18500)
- One iPad to support children who have barriers to their learning in Literacy and Numeracy (£300)
- Barnardos Support Worker (0.1) to support targeted groups of children and families who are 'not on track' with their learning (£5000)
- Support for Learning teacher to support targeted groups of children to sustain levels of attainment in P5-7 (blocks of time/days tbc) (£10127.85)

Progress and impact of outcomes for learners:

3.1 DATA ANALYSIS

Quality Assurance, self-evaluation, tracking and attainment data showed:

- There is a consistent and streamlined approach to gathering and analysing data across the school
- A reduction in overall poverty attainment gap in Listening & Talking by 6.9%, Reading by 1.9% and Writing by 5.3%
- A reduction in the poverty attainment gap in P7 by over 20%
- A reduction in the poverty attainment gap in P4 by 0.4% in Reading, Writing and Numeracy
- A reduction in the poverty attainment gap in P3 by 12.7% in Writing, 10.3% in Listening & Talking and Numeracy

3.2 PUPIL PLANNING

Quality Assurance, self-evaluation, tracking and attainment data showed:

- There is a consistent approach to writing, monitoring and assessing children' plans
- Pupil plans for targeted groups of children are monitored closely to ensure children's needs are met and supported in a responsive manner
- Almost all staff show an increased confidence when writing, monitoring and assessing children' plans

Next steps

- Continue to upskill staff re assessment, tracking and data analysis
- Continue to plan/track/support children's needs and barriers
- Continue to keep up to date with current ASN legislative framework and implement any updates as required
- Continue to monitor pupil wellbeing, progress and support throughout school

Establishment priority 4

NIF Priority Improvement in skills and sustained, positive school-leaver destinations for all young people NIF Driver Performance information Teacher professionalism	**HGIOS QIs** 3.2 Securing Children's Progress 3.2 Raising attainment and achievement **QIF ELC QIs** • Leadership • Children thrive and develop in quality spaces • Children play and learn • Children are supported to achieve **UNCRC** Article 12 (Respect for the views of the child) *Article 28: (Right to education)*

Outcome:

4.1 KPS STEM CURRICULUM PLAN

- The introduction of the new KPS Curriculum Plan will ensure teachers have improved knowledge, skills and confidence to plan high quality learning experiences that include progression, breadth and depth across all curriculum areas by March 2026.
- Pupil engagement, attainment and equity of experience will improve through a consistent approach across the school of pedagogy, resources and assessment by March 2026.
- Recognition of the development of STEM in the nursery by achievement of the STEM Nation Award by June 2026.

4.2 KPS META SKILLS

- Almost all nursery and P1-7 children will continue to articulate their STEM knowledge and skills across curricular areas by May 2026
- Staff and pupil feedback will show a continued increase in confidence of the children's understanding of the KPS Meta Skills and how they support their own learning by May 2026

4.3 LEADERSHIP AT ALL LEVELS

- Staff and pupils will engage in curriculum leadership teams, fostering a sense of ownership and responsibility for curriculum development and improvement by March 2026.
- Staff and pupils will be involved in meaningful opportunities for collaboration, leadership, pupil voice ensuring planning for curriculum events is informed by all views by March 2026.

PEF used to support improvement in skills:

- A total of £33927.85 (£36750, including an underspend of £2822.15) will be used to fund:
- Full-time Pupil Support Assistant to support the health and wellbeing and levels of engagement of identified children (£18500)
- Barnardos Family Support Worker (0.1) to support targeted groups of children and families who are 'not on track' with their learning (£5000)

Progress and impact of outcomes for learners:

4.1 KPS STEM CURRICULUM PLAN

Quality Assurance, self-evaluation, tracking and attainment data showed:

- A consistent and high quality approach to planning and delivery of the new KPS STEM Curriculum Plan, including the development of innovative STEM projects 'Toys' (P1-7), 'KPS TV Festival' (P5), 'Gardening Project' (P6/5), 'Pizza Project' (Nursery & P5-7), 'KPS School of Wisdom and Wonder' (P5-7) and 'Masterchef' (P5-7)
- An increase in staff understanding, confidence and effectiveness of the delivery of the new KPS STEM Curriculum Plan
- A continued positive impact on the attainment levels of almost all children (almost all children have achieved expected attainment levels in STEM)
- Sustained high levels of pupil engagement and positive pupil feedback on the relevance, enjoyment and challenge within the new STEM KPS Curriculum Plan

4.2 KPS META SKILLS

Quality Assurance, self-evaluation, tracking and attainment data showed:

- Continued knowledge and development of the KPS Meta Skills for the children and staff
- An increase in pupil confidence when discussing and describing the KPS Meta Skills in relation to all curricular areas

4.3 LEADERSHIP AT ALL LEVELS

Quality Assurance, self-evaluation, tracking and attainment data showed:

- A positive impact of all staff and most children being given a leadership role within the areas of #KPSLovesNumeracy, #KPSLovesLiteracy, #KPSLovesSTEM, #KPSLovesRights, Anti-Racism and Equalities
- Leadership at all levels ensure all staff and children has lead to effective change across the school.

Next steps

- Continue to develop and 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)
- Continue to 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

Additional PEF Spend

NIF Priority	HGIOS QIs
Closing the attainment gap between the most and least disadvantaged children and young people	3.2 Securing Children's Progress 3.2 Raising attainment and achievement **QIF ELC QIs** • Leadership • Children thrive and develop in quality spaces • Children play and learn • Children are supported to achieve **UNCRC** Article 12 (Respect for the views of the child) *Article 28: (Right to education)*

Spend:

A total of £33927.85 (£356750 - overspend of £2822.15) will be used to fund:

- Full-time Pupil Support Assistants to support the health and wellbeing and levels of engagement of identified children (£18500)
- One iPad to support children who have barriers to their learning in Literacy and Numeracy (£300)
- Barnardos Support Worker (0.1) to support targeted groups of children and families who are 'not on track' with their learning (£5000)
- Support for Learning teacher to support targeted groups of children to sustain levels of attainment in P5-7 (blocks of time/days tbc) (£10127.85)

Progress and impact of outcomes for learners:

The targeted group of children have:

- Increased levels of engagement in the classroom
- Regulated their emotions with support from the Pupil Support Assistants
- An understanding of strategies to use if they are anxious or worried
- Improved attainment across the curriculum
- 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 and their families with their emotional wellbeing, through the Barnardos Support Worker and a Health & Wellbeing Coach
- Support a targeted group of children and their families with a Barnardos Support Worker and Health & Wellbeing Coach, to increase their attendance levels by 10%
- 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:
School and Nursery Class

- An increase of 0.6% in the overall attendance from 95.2% to 96.2%
- Reduction of the overall attainment gap between SIMD 1 & 2 and SIMD 3-10 (Listening and Talking 0.6%, Reading 1.9%, Writing 5.3%, Numeracy 2.3%)
- 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 attainment levels for:
- P1 children for Listening & Talking, Reading, Writing and Numeracy
- P3 children for Listening & Talking, Reading, Writing and Numeracy
- P5 children for Numeracy
- P6 children for Listening & Talking, Reading, Writing and Numeracy
- P7 children for Writing

Sustained high levels of attainment for:
- P1 and P2 (over 91%) in Listening & Talking, Reading, Writing and Numeracy
- P3 (over 95%) in Listening & Talking, Reading, Writing and Numeracy
- P4 (over 89%) in Listening & Talking, Reading, Writing and Numeracy
- P5 (over 87%) in Listening & Talking, Reading, Writing and Numeracy
- P6 (over 96.8%) in Listening & Talking, Reading, Writing and Numeracy
- P7 (over 93%) in Listening & Talking, Reading and Writing
- All children in P1, impacted by poverty achieved Early Level in Listening & Talking, Reading, Writing and Numeracy
- All children in P6 and P4, impacted by poverty achieved (100%) in Listening & Talking, Reading, Writing and Numeracy
- P2, P3, P5 (over 80%) in Listening & Talking, Reading, Writing and Numeracy for children impacted by poverty
- P2, P3, P5 (over 80%) in Listening & Talking, Reading, Writing and Numeracy for children impacted by poverty
- All children in P7, impacted by poverty achieved (100%) in Listening & Talking, Reading and Writing

A reduction in attainment gap for:
- P1 in Reading, Writing and Numeracy
- P3 and P6 in Listening & Talking, Writing and Numeracy
- P4 and P7 in Listening & Talking, Reading, Writing and Numeracy
- P5 in Listening & Talking

Key Priorities:
School and Nursery Class
- Continue to sustain high levels of attainment and attendance (over 95%)

Increase levels of attainment for:
- P7 in Writing by 5%
- P5 in Reading, Writing and Numeracy by 3.2%
- P4 in Reading, Writing and Numeracy by 1.1%

Quality Indicators

1.3 Leadership of Change Grade: Excellent	1.3 Leadership of Continuous Improvement (ELC QIF) Grade: Very Good

School

Key Strengths:

- Reviewed Vision,Values and Aims that are unique to our school and nursery class
- Committed staff team
- Effective staff and pupil leadership
- Effective strategic planning for continuous improvement

Key Strengths from the Peer Review Report (June 2026)

- The highly effective and well-respected head teacher, supported ably by the strong depute head teacher, leads the school with the confidence and support of the whole community.
- The strong vision and values support the positive, safe and inclusive ethos in the school. These have recently been reviewed with the voice of all stakeholders.
- The dedicated staff team are involved in leading and implementing change across the school. They take responsibility for promoting and supporting pupil leadership and are focussed on improved outcomes for all learners.
- The innovative curriculum is sector leading and the influence can be seen across Inverclyde and at a national level. The inclusivity of the approaches allows all children the chance to achieve success.

Key Priorities:

- Ensure the reviewed Vision, Values and Aims are shared across the school community
- Further develop staff and pupil leadership roles

Key Priorities from the Peer Review Report (June 2026)

- Continue to develop self-evaluation processes with a particular focus on the use of HGIOURS to develop the language and understanding of pupils in discussing their role in school improvement.

Nursery Class

Key Strengths:

- Reviewed Vision,Values and Aims that are unique to our school and nursery class
- Committed staff team
- Effective staff and pupil leadership
- Effective strategic planning for continuous improvement

Key Strengths from the Peer Review Report (June 2026)

- A clear, shared vision, values and aims that are firmly underpinned by children's rights, curriculum innovation and improved outcomes for all learners.
- Strong, visible and ambitious leadership from the Head Teacher that promotes a culture of professional trust, high expectations, and continuous improvement.
- Through highly effective leadership of the Depute Head of the nursery class, they consistently achieve high standards.
- Across the team, there is a strong ethos of valuing professional learning, development and collaborative working to build capacity and sustain highly effective practice.

Key Priorities:

- Ensure the reviewed Vision, Values and Aims are shared across the school community
- Further develop staff and pupil leadership roles

Key Priorities from the Peer Review Report (June 2026)

- Continue to further develop systematic and coherent approaches to self-evaluation, planning and monitoring to ensure sustained and evidence-based improvement over time, using the new framework.
- Strengthen processes to measure and evidence the impact of change and/or improvements on practice and children's outcomes.

2.3 Learning, teaching and assessment Grade: Very Good	3.3 Learning, teaching and assessment (ELC QIF) Grade: Very Good

School

Key Strengths:

- Positive learning ethos and culture
- Motivated and engaged children
- High quality innovative learning environments and experiences
- Effective partnerships which enhance the learning experiences
- Effective Quality Assurance processes

Results from the Parent Questionnaire:

- 93% strongly agreed/agreed that their child is making good progress
- 91% strongly agreed/agreed that their child receives the support they need

Key Strengths from the Peer Review Report (June 2026)

- The ethos and culture within the school is clearly reflected in the positive relationships and mutual respect between staff and children, where pupils are motivated to learn.
- A variety of learning experiences on offer, especially with the development of the STEM room having an extremely positive impact on the learners in P5-7.
- Strong culture of learners leading the learning across all stages where all learners are engaged in their learning.

Key Priorities:

- Continue to review and develop the KPS Curriculum Framework
- Continue to develop partnerships and funding to enhance the learning experiences
- Continue to use the Quality Assurance procedures to ensure consistency across the school

Key Priorities from the Peer Review Report (June 2026)

- Continue to engage in the moderation process to ensure that the high levels of attainment and progress which is clearly evident through observations and pupil work, is reflected in Teacher Professional Judgements.

Nursery Class

Key Strengths:

- Positive learning ethos and culture
- Motivated and engaged children
- High quality innovative learning environments and experiences
- Effective partnerships which enhance the learning experiences
- Effective Quality Assurance processes

Key Strengths from the Peer Review Report (June 2026)

- The ethos and the culture of the nursery class is a real strength, underpinned by their motivation to be an excellent provision for KPS children. The environments are welcoming, inclusive and calm.
- The warm, nurturing and responsive interactions between all staff and all children. All relationships are nurturing, trusting and based on mutual respect between staff, children and families.
- All parents are engaging in learning journals and voiced very positive views on how well staff share information about their child's learning, progress and next steps.
- There is a highly effective and innovative use of the KPS outdoor learning environment, including the outdoor classroom to enhance experiences, exploration and to raise attainment across the curriculum.

Key Priorities:

Key Priorities from the Peer Review Report (June 2026)

- Planning systems and processes should be revisited to ensure very good learning, teaching and assessment. Planning formats should include, child led exploration, adult initiated activities and adult directed teaching.
- High-quality, open-ended questioning should be revisited to allow for differentiation, challenge and depth of learning, with a specific lens on children who are in their bonus year and children who are beyond expectations.

3.1 Ensuring wellbeing, equity and inclusion Grade: Very Good	4.2 Wellbeing, inclusion and equity (ELC QIF) Grade: Very Good

School

Key Strengths:

- Positive school ethos and relationships
- Effective use of Trauma Informed Practice strategies
- Effective approaches to identify and support children
- Positive impact on children's wellbeing
- High quality outdoor learning provision

Key Strengths from the Peer Review Report (June 2026)

- The inclusive and nurturing environment where relationships are valued, leading to highly engaged learners.
- Highly effective leadership by the Depute Head Teacher/ASN leader which ensures that children's needs are met very effectively following robust systems and policies.
- Every adult in the school has demonstrated an unconditional positive regard for every pupil in the school.
- Inclusive and creative approaches to learning across multiple environments ensures every child has the opportunity to experience social and academic success appropriate to their needs.
- Trauma informed practice is evident across all staff ensuring children are supported and nurtured appropriately. This is revisited on a regular basis to ensure all staff are fully trained and aware.
- Highly effective use of school grounds and local community to provide an enhanced outdoor learning experience which is structured and supported by a robust framework.

Results from the Pupil Questionnaire:

- 98% said they have someone in the school can speak to if they are upset or worried about something
- 95% said the school helps them to understand and respect other people
- 98% said they feel safe in school
- 69% said the school deals with bullying (17% said they had never experienced bullying)

Results from the Parent Questionnaire:

- 99% strongly agreed/agreed that their child feels safe in school
- 96% strongly agreed/agreed that the school encourages children to treat each other with respect
- 88% strongly agreed/agreed that the school deals with any bullying (or never experienced bullying)
- 87% strongly agreed/agreed that the school supports their child's emotional wellbeing

Key Priorities:

- Continue to review and develop approaches to identify and support children
- Review the use of PEF to support children's wellbeing

Key Priorities from the Peer Review Report (June 2026)

- Create/adopt/employ a whole school, consistent approach to Health & Wellbeing through a sustainable progression pathway.
- Continue to develop the work on supporting mental health and wellbeing for all pupils.
- Continue to adapt the support available to staff and pupils to accommodate the changing demographic of the school.

Nursery Class

Key Strengths:

- Positive school ethos and relationships
- Effective use of Trauma Informed Practice strategies
- Effective approaches to identify and support children
- Positive impact on children's wellbeing
- High quality outdoor learning provision

Key Strengths from the Peer Review Report (June 2026)

- The Nursery class ethos is underpinned by an inclusive, rights-based approach, which is clearly reflected in the positive relationships observed and their impact on children's wellbeing.
- Children with additional support needs are well supported. The targeted strategies in place are effective and have led to clear progress across a range of curricular areas.
- Staff consistently demonstrate a strong commitment to championing children's rights within the nursery. Their enthusiasm and dedication are evident in their daily practice and interactions.
- The lunchtime environment is welcoming and nurturing, providing children with meaningful opportunities to make choices and develop independence.
- The introduction of learning journals has significantly strengthened communication and engagement with parents. This has had a positive impact on children's learning, experiences, and opportunities. There is a clear connection between home and school learning, with parents actively encouraged to contribute and share their skills.

Key Priorities:

Key Priorities from the Peer Review Report (June 2026)

- Opportunities could be further developed to enable children to self-serve during mealtimes, thereby strengthening their independence and supporting the development of essential life skills.
- Consideration could be given to enhancing the structure and purpose of group time to more explicitly reflect and evidence the inclusive practices that underpin the setting. This would support greater visibility of how inclusion is embedded within daily experiences and how targeted support for individual children is maximised to show impact and progress.

3.2 Raising attainment and achievement/Securing children's progress Grade: Very Good	4.3 Children's progress (ELC QIF) Grade: Very Good

School

Key Strengths:

- Sustained high attainment and attendance levels
- Effective tracking and assessment processes
- Effective partnerships to support the children's attainment
- Recognition of the children's achievements in school, at home and out in the community

Key Strengths from the Peer Review Report (June 2026)

- The school maintains very good attainment in Listening & Talking and Reading across the whole school.
- P3 & P6 data is very good across all areas of literacy and numeracy.
- Attendance has consistently improved over a five year period, reaching 95.6% in the most recent session.
- From 2024-2025 data, Primary 4 demonstrated significant success in closing the gap, with SIMD 1-2 pupils outperforming their peers in Reading and Writing.
- Pupils with English as an Additional Language are performing well, particularly in Reading where they have achieved 100% attainment.
- The school successfully supports children Looked after Away from Home, maintaining 100% attainment across all tracked indicators.
- The school roll has identified 28.2% of pupils having an Additional Support Need (ASN). Although there are barriers to learning, overall attainment remains high.
- In 2024-2025, Care Experienced children who are Looked After Away from Home achieved 100% across all literacy and numeracy measures.
- Outdoor learning opportunities are excellent, including partnership working with families and local community groups.
- Wider achievements are celebrated regularly through the monthly Gold Assemblies and their participation tracked to ensure all children have opportunities to access extra-curricular experiences.

Key Priorities:

- Continue to sustain the high attainment and attendance level trend
- Review the KPS Curriculum Framework to ensure planning of high quality teaching and learning and support and challenge continues to meet the needs of all children

Key Priorities from the Peer Review Report (June 2026)

- Consider reviewing moderation opportunities, particularly with the cluster secondary and family group establishments to ensure Teacher Professional Judgement (TPJ's) are accurately recorded as 'beyond expectation' using Curriculum for Excellence Benchmarks.

Nursery Class

Key Strengths:

- Effective tracking and assessment processes
- Effective partnerships to support the children's learning
- Recognition of the children's achievements in school, at home and out in the community

Key Strengths from the Peer Review Report (June 2026)

- The learning experiences, interactions, and responsive nurturing approaches within Kilmacolm nursery class are of a consistently high quality. As a result, children were observed to be demonstrating resilience, confidence, and increasing independence in their learning and daily experiences.
- Children's skills are developed through meaningful play-based pedagogy and authentic real-life experiences that are linked to the school and wider community initiatives. Breadth and depth of learning is evident across all curricular areas, particularly in literacy, numeracy, and health and wellbeing. Children within the nursery are developing a strong knowledge and understanding of the world around them through participation in nurturing outdoor experiences, as well as their pizza making, and well-planned transition opportunities.
- Children's achievements are recognised and celebrated effectively through a wide range of approaches. This is clearly evidenced through learning journals, high-quality wall displays, and participation in wider school celebrations and events. These approaches contribute positively to children's sense of belonging and support seamless transitions across stages.
- Continuous provision is a significant strength within Kilmacolm nursery class. The learning environment is used highly effectively to maximise opportunities for high-quality play and meaningful learning. Staff demonstrate a skilful, child-centred approach, responding sensitively to children's interests and developmental needs. Their motivation, professionalism, and commitment to nurturing practice contribute strongly to the positive ethos and high-quality experiences evident throughout the setting.

Key Priorities:

- Continue to sustain the high attainment and attendance level trend
- Review the KPS Curriculum Framework to ensure planning of high quality teaching and learning and support and challenge continues to meet the needs of all children

Key Priorities from the Peer Review Report (June 2026)

- An area for further development would be to strengthen the use of individual children's targets within each area of the playroom environment. Embedding clearly identified next steps and personalised learning intentions across continuous provision would support greater depth and breadth in children's learning experiences and ensure that opportunities for progression are consistently maximised for all learners. Providing clearer evidence of how learning experiences contribute to the achievement of individual targets and developmental milestones.
- Staff can clearly see children's progress; however, it would be more impactful if within Personal learning plans it provided a clear and progressive overview of each child's developmental journey, effectively evidencing individual progression, continuity of learning, and the impact of targeted support and experiences over time.

Other quality indictors evaluated from 3-year plan (Schools)		Other quality indictors evaluated from 3-year plan (Nursery)	
HGIOS 2.2 Curriculum		ELC QI's (QIF)	
		• Leadership • Children thrive and develop in quality spaces • Children play and learn • Children are supported to achieve	

Key Strengths:
School and Nursery Class

- Vision, Values and Aims in place that reflect the aspirations of the school community
- Introduction of the creative and innovative KPS Curriculum Plan that promotes successful learners, confident individuals, responsible citizens and effective contributors
- Continued strong partnership working with local businesses, volunteers and families to enhance the children's learning experiences
- Successful funding applications from local businesses and national grants, all funds used 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 Strengths from the Peer Review Report (June 2026)

- The innovative curriculum is sector leading, and the influence can be seen across Inverclyde and nationally. The inclusivity of the approaches allows all children the chance to achieve success.
- The variety of learning experiences on offer, especially with the development of the STEM room having an extremely positive impact on the learners in P5-7.

Key Priorities:

- Ensure the reviewed school Vision, Values and Aims continue to reflect the needs and aspirations of the school community, aligning with the school's educational priorities
- Continued development of the KPS Curriculum Plan, with a focus on Expressive Arts and Health & Wellbeing
- Further develop staff capacity and confidence to deliver the KPS Curriculum Plan
- Further develop the children's Meta Skills and 'language of learning' to link with all areas of the curriculum

Key Achievements of the Establishment

Opportunity to celebrate activities, awards, events, partnerships:

- Inverclyde Peer Review (1 'excellent' and 3 'very good' grades) May 2026
- 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 2026)

Community Partnerships

- The Haven, Kilmacolm Eco Group, Kilmacolm Community Council, The Ginger Cat Bookshop, Inverclyde Libraries, Kilmacolm Co-op 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: P7 community project with residential care home Campbell Snowdon, Kilmacolm Eco Group craft project for the Kilmacolm Wednesday Club
- Involvement in Kilmacolm Flower Show and Kilmacolm Agricultural Show
- Attendance at all Inverclyde Active Schools sport competitions (football, netball, athletics) - transport costs £1000 supported by KPS Parent Partnership
- P5-7 Pizza project in partnership with Kilmacolm 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)
- Inverclyde Climate Action Network (ICAN) grant of £1500

Fundraising

- Successful school fundraising to support school-based projects (Christmas parent raffle £300, Nursery Sponsored Christmas event £1000, KPS Fest £5031)
- Children in Poverty Toy Appeal (December 2025)
- Pancake Flipping Contest raised £3500 for Cooking Classroom resources

Parental Engagement

- Events over the school session to promote parental engagement ('Meet the Teacher', Science Week, Maths Week Scotland, Bookweek Scotland Community Bookswap, P5-7 Pizza Project workshops, P5 KPS TV Festival, P1 Literacy Workshops, STEM Workshops, P1-7 Hyrox, Nursery 'Stay & Play' sessions, Nursery Nurturing Nature sessions, Nursery seasonal events - Christmas, Easter and Summer, P1-4 Christmas Show, P5-7 Celebration Event, #KPSLovesChristmas events)

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 Captain Team and presented at the monthly 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 Dounans Outdoor Centre (June 2026)
- P7 day out to Gravity and Laser Tag (funded by money raised from a Bake Sale £500 and donation from KPS Parent Partnership £500)
- P5-6 Science Centre trip (funded by Raise grant, the school fund and £125 from KPS Parent Partnership)
- P6 Wagamama trip (funded by the Japanese Society)
- Nursery and P1-7 trips to Kilmacolm Library (no cost)
- Nursery and school trips to Duchal Woods and around the local community (no cost)
- P6 trip to Gryffe Farm (funded by Royal Highland Educational Trust)
- P6-7 trip to the Glasgow Synagogue (funded by the Jewish Society)
- P5-6 trip to the Glasgow Mosque and Riverside Museum (funded by the KPS Parent Partnership)
- #KPSLovesChristmas (funded by £1000 from the KPS Parent Partnership and school funds)

Sharing Practice

- #KPSLovesCooking (St Mary's PS & St Ninian's PS - Inverclyde)
- #KPSLovesPizza (St Andrew's PS - Inverclyde)
- #KPSLovesOutdoorLearning (St James' PS - Renfrew, St Bernadette's PS - Clackmannanshire, Rashielea PS - Renfrewshire, West College - Inverclyde)
- #PlayTheKPSWay (Bridge of Weir PS - Renfrewshire, Symington PS - North Ayrshire, Wemyss Bay PS - Inverclyde)
- #KPSLovesReading (Scottish Booktrust Case Study - Dundee City Council)
- #KPSLovesSTEM (St Francis PS & St Joseph's PS - Inverclyde)

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/25931608.kilmacolm-primary-pupils-science-workshops-parents/ STEM Parent Workshops
https://www.greenocktelegraph.co.uk/news/26052281.kilmacolm-primary-pupils-create-wildflower-garden/ Growing & ICAN Project
https://www.greenocktelegraph.co.uk/news/25704829.kilmacolm-primary-making-dreams-come-true-christmas/ Children in Poverty Fundraising Project
https://www.greenocktelegraph.co.uk/news/25592080.kilmacolm-primary-grow-pumpkin-spooky-fun/ Kilmacolm Eco Group Gardening Project
https://www.greenocktelegraph.co.uk/news/25853320.kilmacolm-pupils-take-part-pancake-flipping-contest/ Pancake Flipping Contest - Cooking Classroom Fundraising Event
https://www.greenocktelegraph.co.uk/news/26217090.hyrox-sports-day-kilmacolm-enjoyed-pupils-parents/ P1-7 Hyrox Event

sportscotland GOLD SCHOOL SPORT AWARD

Education Scotland Foghlam Alba STEM NATION AWARD 2025 STEM Nation Award

We are a Reading School Gold

DIGITAL SCHOOLS AWARDS SCOTLAND

RIGHTS RESPECTING SCHOOLS unicef UNITED KINGDOM GOLD – RIGHTS RESPECTING

Scottish Education Awards 2018