

King’s Oak Primary School
and Nursery Class
Standards and Quality 2024-25



Context of the Establishment

Our Establishment

King’s Oak Primary School and Nursery Class is situated in the East end of Greenock, Inverclyde. It was established in 2006, with the merging of two local schools and the local nursery. King’s Oak Primary School and Nursery Class is a place where all children, regardless of race, gender, age or personal circumstances are supported, nurtured and encouraged to learn and develop in an environment that is welcoming and safe. Pupils and staff are treated sensitively and fairly and are encouraged to reach their full potential through an ethos of mutual respect. Pupils are encouraged to be healthy and active through a planned programme of curricular and extra-curricular activities.

The school roll in King’s Oak is currently 237 pupils; with 79.3% of pupils residing in SIMD 1 and 2 however taking bands 3 and 4 into consideration this increases to 94.5%. Only 11 pupils reside in SIMD bands 5-10. This accounts for 4% of the school population. No SIMD decile is known for 2 pupils. 56.12% of school pupils are entitled to free school meals. Pupils with English as an Additional Language make up 9.28% of the school population.

School:

King's Oak Primary School

Family Group:

A

Source: SEEMIS Progress and Achievement (General Reports, Authority report - wider access)

Section 1: The School in Context

Total Roll:	237	SIMD 1-2	188	79.3%	FSM%:	56.12%	ASN%:	45.99%	EAL%:	9.28%
		SIMD 3-10	47	19.8%						
Roll by SIMD										
Deciles	1	2	3	4	5	6	7	8	9	10
Number of Pupils	145	43	0	36	0	2	0	0	9	0
%	61.2	18.1	0.0	15.2	0.0	0.8	0.0	0.0	3.8	0.0
										No Decile
										2

The nursery has capacity for 24, 3-5 year olds at any one time. All children are provided with 1140 Hours of funded childcare and education and since August 2020. Children are provided with a free meal during their session. Parents can also choose to purchase additional hours when available. The roll in the nursery class is 24; with 87.5 % of pupils residing in SIMD 1 and 2 however taking bands 3 and 4 into consideration this increases to 100%. No pupils reside in SIMD bands 5-10.

Overall attendance during session 2024-2025 as of 30.5.25 was 92.2% which was slightly above the average attendance in our family group of 91.9% for the entire group or 91.75% for the split group. This is a decrease of 0.9% from the year to date average from session 2023-2024.

The SIMD profile of the school and nursery does not lend itself to focussing on identifying the attainment gaps between SIMD 1 and 2 and out with. Instead, we have a whole establishment focus on raising attainment for all pupils, particularly those not making expected progress.

Vision

At King’s Oak, we believe ‘From Tiny Acorns, Mighty Oaks Grow’ and that in our pursuit of excellence and equity everyone can achieve.

Our Aims

- To provide a safe, happy and motivating learning environment, at the heart of our community
- To promote a sense of wellbeing and respect
- To develop a culture of ambition and achievement
- To encourage children to take responsibility for their learning and behaviour
- Ensure all children can achieve their full potential academically, emotionally and physically.

Our Nursery Class Aims

- To provide a warm, stimulating, positive environment for children to grow and learn
- Nurture and encourage curiosity, wellbeing and respect
- To become more confident and independent, whilst learning and playing
- Encourage children to take responsibility for their learning and behaviour
- To provide an interactive partnership involving school, home, outside agencies and the community.

Establishment priority 1

NIF Priority

Improvements in attainment, particularly in literacy and numeracy

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

NIF Driver

Assessment of children's progress

Teacher professionalism

HGIOS/ELC QIs

2.3 Learning, teaching and assessment

3.2 Raising attainment and achievement

3.2 Securing Children's Progress

UNCRC

Article 28: (Right to education):

Article 3 (*Best interests of the child*):

Outcome:

Literacy

1a) To increase the percentage of pupils in P2 making expected progress in writing from 66.7% to 70.0% by June 2025.

1b) To increase the percentage of pupils in P3 making expected progress in reading from 55.6% to 59.2% by June 2025.

1c) To increase the percentage of pupils in P3 making expected progress in writing from 59.2% to 62.9% by June 2025.

1d) To increase the percentage of pupils in P5 making expected progress in writing from 54.8% to 58.0% by June 2025.

1e) To increase the percentage of pupils in P6 making expected progress in reading from 56.3% to 58.3% by June 2025.

1f) To increase the percentage of pupils in P6 making expected progress in writing from 54.2% to 56.3% by June 2025.

1g) To increase the percentage of pupils in P7 making expected progress in reading 64.5% to 67.7% by June 2025.

1h) To increase the percentage of pupils in P7 making expected progress in writing 58.1% to 61.3% by June 2025.

Numeracy

2a) To increase the percentage of pupils in P3 making expected progress in numeracy from 59.2% to 62.9% by June 2025.

2b) To increase the percentage of pupils in P7 making expected progress in numeracy 64.5% to 67.7% by June 2025.

Nursery

3a) A minimum reduction of 7% in the vocabulary gap experienced by nursery learners by June 2025.

3b) To increase the percentage of pre-school nursery pupils making expected progress in reading from 53.8% to 61.5% by June 2025.

3c) To increase the percentage of pre-school nursery pupils making expected progress in writing from 53.8% to 61.5% by June 2025.

3d) To increase the percentage of pre-school nursery pupils making expected progress in numeracy from 53.8% to 69.2% by June 2025.

PEF used to support closing the gap: [This may differ from your planned spend. Delete if no PEF spend]

- 1.0 PEF Teacher £54,471.52 (incl. prov. 5% pay rise)
- School and class Library development £4,879
- Talk 4 Writing Consultancy Programme £17,457
- 2.29FTE Pupil Support Assistants £40,760 (incl. potential pay rise to be agreed)
- Literacy, Numeracy and HWB Resources £15,745 (Nelson Handwriting £3299, NGRT £1882, Sumdog £1,084, Nessy £1,195, Toe by Toe Books £468, PE Equipment £1,500, Playground games £2548, books £2,427, ABC Music £400, STEM resources £942)

Progress and impact of outcomes for learners:

- In P2 attainment in writing increased by 13.3% rather than the predicted 3.3% (outcome 1a) and attainment in reading at the same stage increased by 3.3%. 1.0 FTE additional teachers have allowed additional targeted groups, appropriately identifying gaps in learning and successfully supporting learners raise attainment. Pupil Equity Fund (PEF) spending on the Talk for Writing coaching programme has also supported this increase. This has resulted in us meeting our literacy targets at this stage.
- In P5 attainment in writing increased by 3.8% rather than the predicted 3.2% (outcome 1d). 1.0 FTE additional teachers have allowed additional targeted groups, appropriately identifying gaps in learning and successfully supporting learners raise attainment. Pupil Equity Fund (PEF) spending on the Talk for Writing coaching programme has also supported this increase. This has resulted in us meeting our literacy targets at this stage.
- In P6 attainment in reading increased by 5.4% rather than the predicted 2% (outcome 1e). 1.0 FTE additional teachers have allowed additional targeted groups, appropriately identifying gaps in learning and successfully supporting learners raise attainment. Pupil Equity Fund (PEF) spending on the Talk for Writing coaching programme has also supported this increase through development of reading spines, dedicated ERIC time and development of class library spaces. This has resulted in us meeting our reading targets at this stage.
- In P6 attainment in writing increased by 2.3% rather than the predicted 2.1% (outcome 1f). 1.0 FTE additional teachers have allowed additional targeted groups, appropriately identifying gaps in learning and successfully supporting learners raise attainment. Pupil Equity Fund (PEF) spending on the Talk for Writing coaching programme has also supported this increase. This has resulted in us meeting our writing targets at this stage.
- Targets set in reading, writing and numeracy at P3 have not been achieved (outcomes 1b and 2a). The cohort of children have changed across the year. Targeted support will continue next session.
- In P7 attainment in numeracy increased by 19.9% rather than the predicted 3.2% (outcome 2b). 2.29FTE additional Pupil Support Assistants (PSA's) have allowed increased PSA allocation at P7, appropriately identifying gaps in learning and successfully supporting learners to close these. This has resulted in us meeting numeracy targets at this stage.
- P7 attainment in reading increased by 26.1% rather than the predicted 3.2% (outcome 1g) and attainment in writing at the same stage increased by 29.4% rather than the predicted 3.2% (outcome 1h). Pupil Equity Fund (PEF) spending on the Talk for Writing coaching programme as well as 2.29FTE additional Pupil Support Assistants (PSA's) have allowed increased PSA allocation at P7, appropriately identifying gaps in learning and successfully supporting learners to close these. This has resulted in us meeting our literacy targets at this stage.
- In the nursery class, there has been an increase of 20% in children's language development measured through word aware and I can programmes (outcome 3a).

- Attainment in pre-school children's reading and writing increased by 24.8% rather than the predicted 7.7% ([outcomes 3b and 3c](#)). Use of the new authority early level tracker, coupled with small targeted support groups run by the equity and excellence lead, have supported these improvements. Staff have continued to be supported by the nursery Depute in making robust professional judgements and in supporting high quality learning environments.
- In the nursery class, the majority of pre-school learners (50%) are making expected progress in numeracy. Slippage has occurred due to changed tracking expectations in line with the new authority documents ([outcome 3d](#)).

Cohort

							Cohort % difference - Current & Previous Year			
Year	SIMD	Number of Pupils	Listening & Talking	Reading	Writing	Numeracy	Listening & Talking	Reading	Writing	Numeracy
2024 - 2025 (Primary 7)	All	32	93.8%	90.6%	87.5%	84.4%	5.7%	21.6%	25.6%	12.9%
	1 - 2	25	96.0%	92.0%	88.0%	84.0%	6.0%	22.0%	21.3%	10.7%
	3 - 10	7	85.7%	85.7%	85.7%	85.7%	-1.8%	10.7%	35.7%	10.7%
2023 - 2024 (Primary 6)	All	38	88.1%	69.0%	61.9%	71.4%				
	1 - 2	30	90.0%	70.0%	66.7%	73.3%				
	3 - 10	8	87.5%	75.0%	50.0%	75.0%				

Cohort Data for P7 in comparison with 2023-2024.

Primary 6 Cohort Journey

		P6	P5	P4	P3	P2	P1
		2024 - 2025	2023 - 2024	2022 - 2023	2021 - 2022	2020 - 2021	2018 - 2019
Reading	Number of Pupils	47	47	46	45	45	40
	All	63.0%	56.3%	57.4%	45.7%	60.0%	81.0%
Writing	Number of Pupils	47	47	46	45	45	40
	All	56.5%	54.2%	57.4%	41.3%	62.2%	73.8%

Cohort data of P6 from P1-P6, showing improvements in reading and writing this year compared to last.

Next steps

- Continue focussed support across the school and [nursery](#).
- Talk4Writing approach to raising attainment to continue across academic session 2025-2026.
- The use of a targeted intervention programme linked to the standardised reading assessments the school are moving to in 2025-2026, to support closing gaps in reading.
- [Focus on numeracy provocations and experiences within the nursery class.](#)

Establishment priority 2

NIF Priority

Improvement in children and young people's health and wellbeing

Choose an item

NIF Driver

Teacher professionalism

Assessment of children's progress

HGIOS/ELC QIs

3.1 Ensuring wellbeing, equality and inclusion

3.2 Raising attainment and achievement

3.2 Securing Children's Progress

UNCRC

Article 28: (Right to education):

Article 3 (*Best interests of the child*):

Outcome:

4a) The attendance of pupils living in SIMD 1-2 will be a minimum of 90% by June 2025.

4b) By June 2025, the number of children using the consistent language of emotional literacy as scaffolded by PATHS, to increase pupils' readiness to learn and emotionally regulate, will be extended from [Nursery](#) throughout P1-P7, making daily use of PATHS strategies and language.

4c) By June 2025, almost all children from P1-P7 will engage in PATHS lesson delivered.

4d) By June 2025, at least 75% of children will use PATHS to assist their problem solving skills, a minimum increase of 6%.

4e) By June 2025, identified learners will be able to self-regulate most of the time.

4f) By June 2025, teaching staff will identify a minimum increase of 10% in pupils' ability to manage conflict internally, as taught in the Roots of Empathy programme (baseline to be established pre-programme).

PEF used to support closing the gap:

- Additional Clerical staffing to support attendance strategy £4,200
- Roots of Empathy £295
- Ongoing Play pedagogy costs £1,760
- Online Boxall Subscription £390

Progress and impact of outcomes for learners:

- The overall attendance of learners residing in SIMD 1-2 was 92.62% (as at 20.6.25), exceeding the above target by 2.62% ([outcome 4a](#)). Additional admin support funded through PEF has enhanced monitoring of attendance, facilitating SLT to engage with families to support attendance at school.
- 83% of learners reported are using a wide range of emotional vocabulary to talk openly about how they are feeling ([outcome 4b](#)).
- 92% of teaching staff evaluate that the majority children are engaged in PATHS lessons ([outcome 4c](#)).
- 92% of children evaluate that the PATHS programme has helped their problem-solving skills ([outcome 4d](#)).
- 96% of children stated that the programme helped them understand and manage their own emotions ([outcome 4e](#)).
- There was a 22.2% increase in children's ability to manage conflict and resolve disputes internally ([outcome 4f](#)) as taught in the Roots of Empathy programme (baseline = 55.6%, post = 77.8%)
- Almost all nursery learners are using the language and strategies of PATHS to support emotional regulation and readiness to learn ([outcome 4b](#)).
- Using new Early level trackers, 71.4% of pre-school children are on track, meeting health and wellbeing developmental milestones and learning expectations.

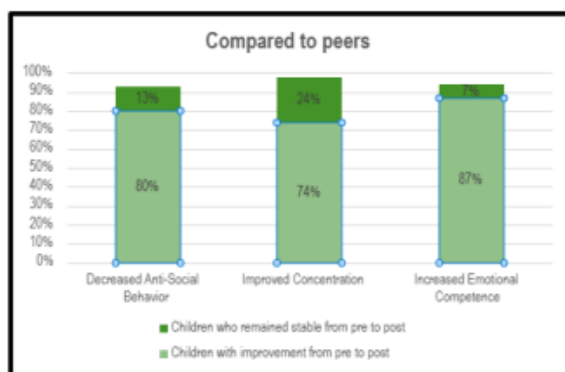
- **97%** of children enjoy the *PATHS® programme* lessons
- **97%** of children think the programme is for everyone

P3-P7 children were asked to rate the extent to which they agreed with a range of statements using a scale of 1 to 5 - 1 being 'not at all' and 5 being 'extremely'. Percentages were calculated from ratings of 3,4 and 5.

- **96%** of children stated that the programme helped them understand and manage their own emotions
- **88%** of children stated that the programme helped them understand other people's emotions
- **92%** of children stated that the programme has helped their problem-solving skills
- **92%** of children stated that the programme has helped their friendship skills

"PATHS has helped me solve problems.... and calming down when the emotions are uncomfortable"

"I use the things I have learnt from Paths at home or at clubs not just in school."
Pupils



Compared to peers

- **80%** of children show a decrease in levels of anti-social behaviour from pre to post survey
- **74%** of children show improved levels of concentration from pre to post survey
- **87%** of children show increased emotional intelligence from pre to post survey

Next steps

- Creation of a school and [nursery](#) attendance policy.
- Creation of school anti-bullying policy.
- Update Promoting Positive Relationships policy.
- Child Protection lead to attend Signs of safety Training.
- Further Trauma training for all staff.
- [Creation of an early years racial literacy programme.](#)

Establishment priority 3

NIF Priority

Placing the human rights and needs of every child and young person at the centre of education

Choose an item

NIF Driver

School leadership

School Improvement

HGIOS/ELC QIs

1.2 Leadership of learning

1.3 Leadership of change

3.2 Raising attainment and achievement

UNCRC

Article 3 (Best interests of the child):

Article 28: (Right to education):

Outcome:

5a) By June 2025, almost all children will be aware of their rights under UNCRC legislation and can verbalise how these rights affect their daily lives. ([Nursery outcome also](#))

5b) By June 2025 almost all pupils will be involved in decision-making that impacts them. ([Nursery outcome also](#))

5c) By June 2025, the majority of children will be aware of the six components of racial literacy development and can verbalise how these relate to their lives.

5d) By June 2025, all children will have experienced a block of racial literacy lessons and report increased knowledge and confidence in understanding racial literacy.

Progress and impact of outcomes for learners:

- Almost all children are aware of Children's Rights and can provide examples of how this affects their daily lives. The RRS Gold accreditation report highlights the following, demonstrating impact of rights education across King's Oak school and [nursery \(outcome 5a, nursery also\)](#).

Strengths of the school include:

- Confident and articulate children who demonstrated good knowledge and understanding of rights. There is a strong global dimension to their learning.
 - Rights learning is visible across all stages, from nursery to P7.
 - A strong commitment to children's rights and to RRSA from leaders at all levels tied into the vision and values of the school.
 - The caring and nurturing ethos of the school, where rights principles are lived and valued by children and the wider school community.
 - Strong pupil participation. There are several different mechanisms for children to feed into decision making and leadership in different areas of school life. Children felt listened to, that their views matter and that they could make a positive difference.
- 71% of children have an understanding of race and how this impacts on their lives. This is a 50.8% increase from baseline data gathered across the school ([outcome 5c](#)).
 - All children have experienced a block of racial literacy lessons, leading to 78.2% of children understanding racism, an increase of 32.4% ([outcome 5d](#)).
 - [Within the nursery class, all children are involved in decision making that affects them. All children have been involved with the 'make your £5 grow' initiative by deciding prices, items to be sold and advertising. This was showcased to families at the recent nursery celebration of learning \(outcome 5b\).](#)

Next steps

- Continue to further embed racial literacy across the school and [nursery](#) community.
- Develop an equalities policy with stakeholders.

Establishment priority 4 (some aspects are Inverclyde Academy Cluster priority)

NIF Priority

Placing the human rights and needs of every child and young person at the centre of education
Improvement in skills and sustained, positive school-leaver destinations for all young people

NIF Driver

Assessment of children's progress

HGIOS/ELC QIs

2.6 Transitions

1.3 Leadership of change

3.2 Raising attainment and achievement

UNCRC

Article 3 (Best interests of the child):

Article 28: (Right to education):

Outcome:

6a) By June 2025, the majority of senior pupils (P5-P7) across the cluster schools will demonstrate increased and understanding of the promise (baseline to be established).

6b) By June 2025, almost all P7 learners will identify and demonstrate a selection of skills to achieve a Dynamic Youth Award.

PEF used to support closing the gap:

- £296 Dynamic Youth Award

Progress and impact of outcomes for learners:

- 93.75% of P7 learners achieved their Dynamic Youth Award. This was 100% of the submitted cohort (outcome 6b).
- Due to the Virtual Head Teacher's involvement in the cluster working on The Promise, the above priority evolved throughout the year to developing training material for individual schools to use. This piece of work is only just completing in June 2025, therefore this still needs to cascade to individual schools (outcome 6a).

Next steps

- Cascade learning from cluster work on 'pinky promise' to schools.
- Increased commonality of approach to skills language across the school and [nursery to use language within Early level tracker](#).

Additional PEF Spend

NIF Priority

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

HGIOS QIs

2.7 Partnerships

3.2 Raising attainment and achievement

UNCRC

Article 3 (Best interests of the child):

Article 28: (Right to education):

Spend:

Participatory Budget £1728, Cost of the School Day £8,335 (Panto £1,400, Transport Costs £1,445, P7 Residential £4,405 Uniform £970, Events £115)

Progress and impact of outcomes for learners:

- All pupils in the school and nursery experienced a live expressive arts performance with the visiting pantomime.
- All pupils in the school experienced reduced cost trips due to voting this money be directed through a participatory budgeting exercise. This allowed all pupils to experience visiting Finlaystone Country Park or Glasgow Science Centre.
- All P7 pupils who attended the residential experience benefitted from reduced costs and additional monies were utilised to ensure no children experienced a financial barrier to attend.
- Various groups of pupils were provided transport free of charge to attend events such as library visits, athletics events and sporting events.

Next Steps:

- Continue to reduce the cost of the school day as identified in School Improvement Plan for 2024-2025.

Data

Key Strengths:

School/Nursery class/ASN provision

- Exclusions remain at zero, supporting the school's work on nurture and relationships being at the heart of practice.
- At P7, cohort data shows increases in attainment in all curricular areas from P6 information, most notably a 29.4% increase in attainment in writing and a 26.1% increase in attainment in reading. Increased focus for targeted pupils through PSA and teacher led interventions, high quality teaching and learning and the impact of Talk for writing supported an able cohort to make marked improvements.
- The P2 cohort shows attainment in writing has increased by 13.3%. Two smaller classes, supporting learners' additional support needs coupled with increased focus for targeted pupils through PSA and teacher led interventions, high quality teaching and learning and the impact of Talk for writing supported this cohort to make marked improvements.
- 86.7% of children with English as an Additional Language (EAL) are making expected levels of attainment or beyond in numeracy and talking and listening. 73.3% of these learners are attaining expected levels or beyond in reading.
- Attainment in pre-school children's reading and writing increased by 24.8% rather than the predicted 7.7%. Use of the new authority early level tracker, coupled with small targeted support groups run by the equity and excellence lead, have supported these improvements. Staff have continued to be supported by the nursery Depute in making robust professional judgements and in supporting high quality learning environments.

Primary 2 Cohort Journey			
		P2	P1
		2024 - 2025	2023 - 2024
Listening & Talking	Number of Pupils	29	27
	All	96.7%	93.3%
	SIMD 1 - 2	95.7%	90.9%
	SIMD 3 - 10	100.0%	100.0%
Reading	Number of Pupils	29	27
	All	83.3%	80.0%
	SIMD 1 - 2	82.6%	77.3%
	SIMD 3 - 10	100.0%	100.0%
Writing	Number of Pupils	29	27
	All	80.0%	66.7%
	SIMD 1 - 2	78.3%	59.1%
	SIMD 3 - 10	100.0%	100.0%

P2 data showing improvements across literacy in overall attainment.

Key Priorities:

School/ [Nursery class/ASN provision](#)

- Continue to plan targeted interventions to support raising attainment in reading, writing and numeracy ([nursery also](#)).
- Continue to increase teacher's and [nursery practitioners](#) use of data to identify appropriate interventions for learners.
- Complete coaching programme with Talk for Writing frameworks coach and continue to embed across the school.
- [All nursery practitioners will continue to implement the Early Level Tracking tool, linking this with Learning Journals to support robust practitioner judgement and plan support and challenge from data.](#)

National Improvement Framework Quality Indicators

1.3 Leadership of change

Very Good

Very Good

Key Strengths:

School/ELC Nursery class/ASN provision

- Senior Leadership Team (SLT) and all staff know children and families very well. SLT know staff very well and plan to develop staff abilities and support where required.
- SLT are committed to promoting the school vision, values and aims and include all stakeholders in the revision and implementation of these.
- The ethos and relationships between staff and children are relaxed, nurturing, friendly and respectful.
- SLT have a clear rationale for the school's continuous improvement journey. This pace of change brings practitioners along and they have a large voice in planning for change.
- Almost all staff embrace varying leadership roles ranging from the Talk for Writing project team, STEM leads, Equalities and Racial literacy lead, Newly Qualified Teacher(NQT) Supporter, Rights Respecting School leads, Health and Wellbeing Committee and Roots of Empathy. This is having a positive impact on moving the school forward.
- Pupil leadership is strong. Children lead in various aspects of school development from the Pupil Council, Health and Sports Committee leading health week activities, House Captains working at cluster level on The Promise, Young Leaders of Learning. All children influence change through ongoing views and self-evaluation.
- All staff are committed to change which results in improvements for learners.
- All staff are aware of the school's priorities.
- Almost all staff are clear on high expectations and set high standards.
- SLT and all staff know children and families very well. SLT know staff very well.
- The Nursery Depute and staff are committed to promoting the nursery vision, values and aims and include all stakeholders in the revision and implementation of these.
- All children benefit from nurturing relationships with practitioners which helps build children's confidence and self-esteem.
- All interactions amongst practitioners and children are consistently warm and supportive. Practitioners listen to children well and respond to their individual interests.
- All staff are committed to change which results in improvements for learners.

Key Priorities:

School/ELC Nursery class/ASN provision

- Continue to widen pupil leadership opportunities through ongoing self-evaluation and the use of Mighty Voices, shaped by HGIOURS, including robust action plans for child led groups.
- Ensure the impact of self-evaluation is consistently recorded.

2.3 Learning, teaching and assessment

Good

Good

Key Strengths:

School/ELC Nursery class/ASN provision

- Staff's knowledge of children's needs ensures support is readily available and consistently in place when required. This is evident to support children both in their learning, socially and emotionally.
- Across the school, the ethos and relationships between staff and children are relaxed, nurturing, friendly and respectful. Children show empathy for one another in class and around the school. Staff and children regularly demonstrate the school values which also include aspects of United Nations Conventions on the Rights of the Child (UNCRC).
- Almost all children participate well in lessons. Enthusiasm and engagement in almost all lessons are high and children are included through dialogic approaches.
- Children experience high quality learning environments with a focus on play, inside and out in P1. This is developing at P2 and P3 and will continue to be embedded.
- SLT and teachers capitalise well on Pupil Support Assistants (PSA's) availability, to support children who require further help to engage them in their learning and to help them to be successful in tasks.
- Children's achievements in and out of school and nursery are recognised and celebrated, developing an understanding of knowledge of skills for life, learning and work.
- Meaningful next steps in learning are set through staff's observations and use of the new tracking system.
- Within the nursery class, children are actively involved in a balance of spontaneous play and well-planned, purposeful play. Real life contexts and a wide range of high quality, open ended materials are used to extend and sustain children's interests. This allows children to develop their creativity, resilience and independence. Children can confidently talk about their interests and learning.
- Children experience high quality play environments inside and out in the nursery class.

Key Priorities:

School/ELC Nursery class/ASN provision

- Further embed Talk for Writing approaches as the school exits from the coaching programme in January 2026.
- Implement whole school Talk for Writing planner.
- Build in PL sessions for teaching staff on re-launched numeracy strategy and resources.
- Increased in-house moderation in literacy.
- Further implementation of The Circle resource.
- Exploration of new authority science planners across the cluster
- Practitioners will ensure breadth and depth of learning opportunities across learning environments both indoors and out.
- Further embed the 'I can' toolkit within the nursery class.
- Further use floor books to develop provocations extending children's interests.

3.1 Ensuring wellbeing, equity and inclusion

Good

Good

Key Strengths:

School/ELC [Nursery class/ASN provision](#)

- All staff are knowledgeable about the context of the school and [nursery class](#) and provide a high level of pastoral care and partnership working which meets the needs of children.
- A school-wide focus on increasing children's racial literacy has increased understanding and diversity is valued and celebrated. A school book on race and racism has been created and published by the racial literacy club.
- The consistent approaches taken to promoting and ensuring positive relationships are central to the school and [nursery's](#) ethos.
- The school and [nursery class](#) have created an environment where children feel safe, secure and recognise they are treated with respect.
- Core nurture provision provide learners with learning opportunities to support emotional regulation. This is supported across the whole school by the consistent use of the PATHS emotional literacy programme ([nursery also](#)).
- All staff are trauma informed, drawing on the language and pedagogy of PATHS to support learners (school and [nursery](#)).
- The effective use of PEF to enhance and create provision to effectively meet needs of learners.

Key Priorities:

School/ELC [Nursery class/ASN provision](#)

- SLT (school and [nursery](#)) to engage with authority training to become a trauma informed and responsive organisation.
- Increase the number of texts available to support building racial literacy across the school and [nursery](#).
- [Develop racial literacy approaches within the nursery class.](#)

3.2 Raising attainment and achievement/Securing children's progress

Good

Good

Key Strengths:

School/ELC Nursery class/ASN provision

- All staff (school and [nursery](#)) confidently articulate the socio-economic profile of the children within the establishment. There is a clear rationale for the school's use of their £172,730 allocation of Pupil Equity Funding; they plan effectively alongside their stakeholders to remove barriers to attainment.
- Children across the school and [nursery](#) benefit from the provision of a wide range of engaging learning experiences. Children, parents, and staff value their contributions to the life of the school and [nursery](#) community.
- High quality Targeted Interventions in place for children ensure children are making good progress from previous levels of attainment ([nursery also](#)).
- SLT are confident that teachers are continuing to use data to develop systematic and accurate overviews of attainment and to plan high quality interventions.
- Most children at early level are developing independent writing skills through mark making. At first level, the majority of children are developing well their ability to use vocabulary, sentence length and punctuation to vary the structure and content of their text.
- Children's progress and attainment at second level is good. Overall, most children read fluently at second level in a variety of different contexts.
- Effective partnerships have been created to extend learning experiences and provide appropriate support to children and their families, with positive impact being observed and reported by parents and partners.
- [The ethos is inclusive and supportive, built on mutual respect and trust. Nursery practitioners confidently identify barriers and work collaboratively with families to reduce these, ensuring all children experience success.](#)
- [The nursery class effectively use data and information gathered to track and monitor children to ensure equity and inform interventions. This is led by the nursery depute and Equity and Excellence \(EEL\) lead.](#)
- [The learning environments, both indoors and outdoors, are stimulating, encourage creativity and the resources offered are carefully considered. This is resulting in consistently high-quality learning experiences for children.](#)
- [The nursery class clearly understand the significance of what happens beyond their setting at home and plan individual settling packages dependent on the needs of the child.](#)

Key Priorities:

School/ELC Nursery class/ASN provision

- SLT will further analyse and interrogate data to ensure that learners are making good progress from their previous levels of attainment.
- Continue to embed attendance monitoring approaches and create a school and [nursery](#) attendance policy.
- [Further develop the nursery outdoor space with a focus on sustainability, funded by a Tesco community grant.](#)

Other quality indicators evaluated from 3 year plan

2.4 Personalised support

2.6 Transitions

2.4 Personalised Support

Key Strengths:

School/ELC Nursery class/ASN provision

- Universal support is high quality and responsive to children's needs when a gap arises. Staff collaboration is timely ([nursery also](#)).
- All children are involved in target setting in literacy, numeracy and health and wellbeing. This is in collaboration with their teacher and shared with families. Children evaluate progress in their targets with increasing accuracy.
- Relationships and interactions with parents are important and are used to plan appropriate interventions. All staff have knowledge of GIRFEC pathways and supports in place for children ([nursery also](#)). [The nursery class offers a home visit if desired as part of building relationships prior to children starting nursery.](#)
- Barriers to learning are minimised through universal and targeted approaches. The advice and expertise of specialist services feature heavily within the establishment's partnership working ([nursery also](#)).

Key Priorities:

School/ELC Nursery class/ASN provision

- Continue to review and plan for children with additional support needs, taking into account national legislation ([nursery also](#)).

2.6 Transitions

Key Strengths:

School/ELC Nursery class/ASN provision

- All children are engaged in transitions across the school [and nursery](#). Families are asked to share views and provide key information. An early opportunity exists for all families to meet key personnel involved with their child(ren) ([nursery also](#)).
- Families are involved in transition planning with partner agencies when children have additional support needs ([nursery also](#)). Family views are gathered and help to shape transition plans.
- Transitions in and out of school are collaborative with early years and secondary colleagues. Positive relationships and planned programmes of transition support all children, including those with additional support needs that may require a bespoke transition package ([nursery also](#)).

Key Priorities:

School/ELC Nursery class/ASN provision

- Further develop curriculum pathways that will aid transition, ensuring continuity of learning across the curriculum.
- [Further develop transition approaches with P1 staff and other nurseries via nursery deputies.](#)

Key Achievements of the Establishment

- The athletics team placed 1st at the Gourock Highland Games in May for the second year running.
- The school was successful in achieving Gold Sports School Accreditation in August 2024.
- We continue to offer the Roots of Empathy programme with our 'tiny teacher', Baby Rosa and P4
- Our 4th successful Burns Supper and Scots Poetry Competition
- P7's completed the Heartstart programme of learning CPR and life saving measures as did a group of staff as part of our Health week in May.
- The school and nursery were recognised as a Gold Rights Respecting School in February 2025.
- All P7 learners completed the Active Schools Playmaker programme
- Local company Baxter-Storey have supported various initiatives across the school and nursery, including the [nursery celebration of learning and the P7 leaver's celebration](#).
- Two Pupil Support Assistants (PSA's) have become trained in Seasons for Growth and will roll this programme out in session 2025-2026.
- 93.75% of P7 learners achieved their Dynamic Youth Award.
- 20, P7 learners enjoyed a residential experience in Sports Scotland, Largs, with a health and wellbeing focus.
- 100% of P7 learners achieved their Active Schools Pupil Leadership Award.
- Playground Pals were trained by Barnardo's and confidently use PAtHs strategies to support play in the lower school playground.
- [The nursery have participated in monthly visits to Belville Gardens to participate in the Dinky Diggers programme](#)
- [The Word Aware programme was embedded in the nursery class.](#)
- [The nursery successfully applied for a Tesco community grant to develop sustainable food growth within the nursery garden.](#)
- [The nursery had a positive unannounced Care Inspectorate Visit in April 2025.](#)
- [All nursery children participated in the 'Grow your £5' initiative sponsored by Virgin banks.](#)