

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. Our establishment 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, staff and visitors are treated sensitively, fairly and are encouraged to reach their full potential through an ethos of mutual respect.

The staffing level allocated to the school this year has been 15.9 (14.9FTE from core council allocation and 1.0FTE from Pupil Equity (PEF) funding). The senior leadership team is made up of the Headteacher, one Depute Headteacher and a Principal Teacher. The school is also supported by 11.16 Pupil Supports Assistants (two of these funded through PEF), three clerical assistants (two full time and one part-time) and the school janitor. [Staffing allocated for the nursery is one Depute Head of Establishment, 0.5 Equity and Excellence lead \(EEL\), 3 Early Years Education and Childcare Officers \(EYECOs\), 0.5 Peripatetic cover and an Early Years Support Assistant \(EYSA\).](#)

The school roll in King's Oak is currently 234 pupils over 11 classes, two of which are composite. 80% of pupils reside in SIMD 1 and 2, however taking bands 3 and 4 into consideration this increases to 95.7%. Only 10 pupils reside in SIMD bands 5-10. This accounts for 4.3% of the school population. 58.55% of school pupils are entitled to free school meals. Pupils with English as an Additional Language make up 8.55% of the school population. 52.14% of pupils have a recognised Additional Support Need, 7.23% being Care Experienced.

School:

King's Oak Primary School

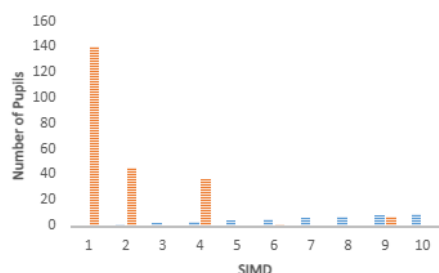
Family Group: A

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

Section 1: The School in Context

Total Roll:	234	SIMD 1-2	187	79.9%	FSM%:	58.55%	ASN%:	52.14%	EAL%:	8.55%
		SIMD 3-10	47	20.1%						
Roll by SIMD										
Deciles	1	2	3	4	5	6	7	8	9	10
Number of Pupils	141	46	0	37	0	2	0	0	8	0
%	60.3	19.7	0.0	15.8	0.0	0.9	0.0	0.0	3.4	0.0
No Decile										0

SCHOOL ROLL BY SIMD

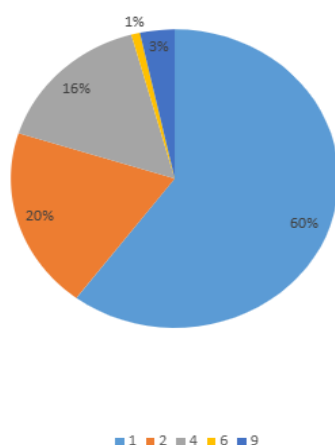


The nursery has capacity for 24, 3-5 year olds at any one time. All children are provided with 1140 Hours of funded childcare and education and since August 2020. Children are provided with a free meal during their session. Parents can also choose to purchase additional hours when available. The roll in the nursery class is 23; with 79.1 % of pupils residing in SIMD 1 and 2 however taking bands 3 and 4 into consideration this increases to 95.83%. 1 child resides in SIMD bands 5-10.

Overall attendance during session 2025-2026 as of 29.5.26 was 91.8% which was slightly above the average attendance in our family group of 90.9%. This is a decrease of 0.4% from the year to date average from session 2024-2025.



SIMD Decile



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

Across session 2025-2026, we consulted on our vision, values and aims. In agreement, all stakeholders aligned the values of both the school [and nursery](#), meaning our aligned values are:

- To provide a safe, happy and motivating learning environment for children to grow and learn.
- To nurture and encourage curiosity, wellbeing and respect.
- To develop a culture of ambition and achievement whilst learning and playing.
- To encourage children to take responsibility for their learning and behaviour.
- Ensure all children can achieve their full potential academically, emotionally and physically.
- To provide an interactive partnership involving school, nursery, home, outside agencies and the community.

Establishment priority 1 and 2

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

3.2 Raising attainment and achievement
2.3 Learning, teaching and assessment

QIF ELC QIs

3.3 Learning, Teaching and Assessment
4.3 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 69.7% by June 2026.

1b) To increase the percentage of pupils in P2 making expected progress in reading from 66.7% to 69.7% by June 2026.

1c) To increase the percentage of pupils in P4 making expected progress in reading from 55.6% to 59.3% by June 2026.

1d) To increase the percentage of pupils in P4 making expected progress in writing from 55.6% to 59.3% by June 2026.

1e) To increase the percentage of pupils in P6 making expected progress in writing from 55.2% to 58.6% by June 2026.

1f) To increase the percentage of pupils in P7 making expected progress in writing from 56.5% to 58.7% by June 2026.

Numeracy

2) To increase the percentage of pupils in P2 making expected progress in numeracy from 57.6% to 66.7% by June 2026.

Nursery

3a) To increase the percentage of pre-school nursery pupils making expected progress in reading from 60%% to 70% by June 2026.

3b) To increase the percentage of pre-school nursery pupils making expected progress in talking and listening from 50%% to 60% by June 2026.

3c) To increase the percentage of pre-school nursery pupils making expected progress in writing from 50%% to 60% by June 2026.

3d) To increase the percentage of pre-school nursery pupils making expected progress in numeracy from 50%% to 60% by June 2026.

PEF used to support closing the gap:

- 1.0 PEF Teacher £62,493
- 2.29FTE Pupil Support Assistants £39,460
- Talk 4 Writing Consultancy Programme £4,602 (coaching sessions and supply cover for the project team)

- Curriculum Resources (Nessy £1,195, Sumdog £1,096.50, STEM resources £708.98, PIRA Reading Assessment and Intervention pack £3,802.25, P.E. Resources £1,527.47, Play pedagogy and nurture resources £8,706.93, Reading books and library book replacement costs £807.80)

Progress and impact of outcomes for learners:

- Targets set in writing at P2 have not been achieved (outcome 1a). The cohort of children have changed across the year. Targeted support will continue next session.
- In P2 attainment in reading increased by 6% rather than the predicted 3% (outcome 1b). 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 reading targets at this stage.
- In P4 attainment in reading increased by 7.3% rather than the predicted 3.7% (outcome 1c). 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 regular use of class library spaces. This has resulted in us meeting our reading targets at this stage.

Primary 4 Cohort Journey				
		P4	P3	P2
		2025 - 2026	2024 - 2025	2023 - 2024
Listening & Talking	Number of Pupils	27	27	23
	All	85.2%	81.5%	76.9%
	SIMD 1 - 2	81.0%	76.2%	76.5%
	SIMD 3 - 10	100.0%	100.0%	83.3%
	SIMD GAP	-19.0%	-23.8%	-6.9%
Reading	Number of Pupils	27	27	23
	All	63.0%	55.6%	57.7%
	SIMD 1 - 2	57.1%	47.6%	52.9%
	SIMD 3 - 10	83.3%	83.3%	83.3%
	SIMD GAP	-26.2%	-35.7%	-30.4%

- Targets set in writing at P4 have not been achieved (outcome 1d). Whilst good progress has been made, two learners have not reached their predicted levels. Targeted supports will be in place next session to support learners.
- In P6 attainment in writing increased by 4.8% rather than the predicted 3.4% (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. This has resulted in us meeting our writing targets at this stage.
- In P7 attainment in writing increased by 6.5% rather than the predicted 2.2% (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.

- Although only one form of assessment evidence, our National Standardised Assessment (NSA) data for P1 in 2025 – 2026, indicated 24.2% of our P1 cohort achieved above the national norm from within the sample data provided in literacy and 18.2% in numeracy. National data also indicates that at P4 in reading, 78.9% of children scored in line with or above national norms, notably 42.1% recorded as above. In writing, the same percentage of learners scored above the national norm, with 70.5% in total, scoring in line or above. At P4, in national assessments, learners came out the strongest with 89.4% of learners scoring in line or above national norms, 36.8% scoring above. In reading, writing and numeracy, P7 performed strongly, with 87.5 % of learners scoring in line with or above national norms in reading and writing and 78.1% in line or above in numeracy.

Primary 2 Cohort Journey			
		P2 2025 - 2026	P1 2024 - 2025
Listening & Talking	Number of Pupils	33	33
	All	87.9%	84.8%
	SIMD 1 - 2	84.6%	88.0%
	SIMD 3 - 10	100.0%	75.0%
	SIMD GAP	-15.4%	13.0%
Reading	Number of Pupils	33	33
	All	69.7%	66.7%
	SIMD 1 - 2	73.1%	72.0%
	SIMD 3 - 10	57.1%	50.0%
	SIMD GAP	15.9%	22.0%
Writing	Number of Pupils	33	33
	All	60.6%	66.7%
	SIMD 1 - 2	61.5%	72.0%
	SIMD 3 - 10	57.1%	50.0%
	SIMD GAP	4.4%	22.0%
Numeracy	Number of Pupils	33	33
	All	60.6%	57.6%
	SIMD 1 - 2	61.5%	60.0%
	SIMD 3 - 10	57.1%	50.0%
	SIMD GAP	4.4%	10.0%

- In P2 attainment in numeracy increased by 6% rather than the desired 9.1% ([outcome 2](#)). 2.29FTE additional Pupil Support Assistants (PSA's) funded through Pupil Equity Funding (PEF) have allowed PSA allocation at P2, appropriately identifying gaps in learning and successfully supporting learners to close these. This has resulted in us meeting numeracy targets at this stage.
- Attainment in pre-school children's reading increased by 21.8% rather than the predicted 10% ([outcome 3a](#)). 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.
- Attainment in listening and talking increased by 4.5% rather than the desired 10% ([outcome 3b](#)). Continued support will be provided for children with additional support needs and for children new to Scotland.
- Attainment in pre-school children's writing increased by 13.6% rather than the predicted 10% ([outcome 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.
- Attainment in pre-school children's numeracy increased by 22.7% rather than the predicted 10% ([outcome 3d](#)). 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. Nursery practitioners report that the separation of numeracy and mathematics tracking within Learning Journals have supported practitioner judgement in this area.

Next steps

- Continue focussed support across the school and [nursery](#).
- Talk4Writing approaches to raising attainment will continue to embed and develop across academic session 2026-2027.
- The use of a targeted intervention programme linked to the standardised reading assessments the school are moving to in 2026-2027, to support closing gaps in reading.
- [Plan and deliver increased targeted support for children using the EEL for children not making expected progress, with a particular focus on listening and talking and health and wellbeing.](#)

Establishment priority 3

NIF Priority

Improvement in children and young people's health and wellbeing

Choose an item

NIF Driver

School Improvement

Assessment of children's progress

HGIOS/ELC QIs

3.1 Ensuring wellbeing, equality and inclusion

3.2 Raising attainment and achievement

QIF ELC QIs

3.1 Play and Learning

4.1 Nurturing Care and Support

3.3 Learning, Teaching and Assessment

4.3 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 2026.

4b) By June 2026, almost all children from nursery - P7 will engage in PATHS lesson delivered.

4c) By June 2026, there will be a reduction in aggression/ disruptive behaviour from most (50-74%) identified learners.

4d) By June 2026, there will be an increase in social and emotional competence from most (50-74%) identified learners.

4e) By June 2026, there will be an increase in concentration and attention from most (50-74%) identified learners.

4f) By June 2026, 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).

4g) To increase the percentage of pre-school nursery pupils making expected progress in health and wellbeing from 40% to 60% by June 2026.

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

- Online Boxall subscription £400
- Additional Clerical staffing to support attendance strategy £3,930
- Roots of Empathy £306.50
- Barnardo's Family Support £20,800
- PATHS Display Refresh £464
- Seasons for Growth £500

Progress and impact of outcomes for learners:

- The overall attendance of learners residing in SIMD 1-2 was 90.75%% (as at 9.6.26), exceeding the above target by 0.75% ([outcome 4a](#)). Additional admin support funded through PEF has enhanced monitoring of attendance, facilitating SLT to engage with families to support attendance at school.
- All teaching staff evaluate that almost all children are engaged in PATHS lessons ([outcome 4b](#)). [Nursery practitioners evaluate that most children engage with PATHS group times within the nursery \(outcome 4b\)](#).
- There has been a reduction in aggression/ disruptive behaviours from 50% of identified learners. This is evidenced by fewer incidents of these children requiring to be supported by the Senior Leadership Team, fewer health and safety incidents and fewer critical incidents from this group of learners (outcome 4c).
- 8 parents have been supported by our Barnardo's family Support Worker across this session. Using the Barnardo's outcome framework, 100% of parents report improved mental health & wellbeing, positive/improved family relationships and an increase in local social capital.
- 22 children have been supported Barnardo's family Support Worker across this session. Using the Barnardo's outcome framework, 100% of children report improved mental health & wellbeing and positive/improved family relationships. 88% of this group report a positive attitude to classroom learning.

- Pupils have been supported following the use of bi-annual wellbeing webs to self-assess. Strategies were identified and supports put in place as necessary to target need. Latest wellbeing webs show that:
 - Almost all P3 learners report feeling included in school. There was a 7.5% rise in data across the school year.
 - All P6 learners feel respected in school in June 2026.
 - 95% of P1 learners feel respected by school adults and their peers.
 - Across all SHANARRI indicators, almost all learners score well. The school 'average' data collection varies from 93% to 97%.
- There was a 30% increase in children's ability to manage conflict and resolve disputes internally (outcome 4f) as taught in the Roots of Empathy programme (baseline = 50, post = 80%)
- Pre-school attainment in health and wellbeing increased by 4.5% rather than the desired 10% (outcome 4g). Continued support will be provided for children with additional support needs and for children new to Scotland as gathering assessment information for some children has proven challenging.

Barnardo's Data Tracking (May 2026) from Termly Report

Data & Outcomes tracking

Each person accessing the service is tracked through Barnardo's outcomes framework.

No. of parents/carers supported	8
No. of children supported	22

Outcome(s) Parent/carers	No. supported with this outcome	No. with improved score	No. with no change	No. with degraded score
Improved mental health & wellbeing	8	8 (100%)	0 (0%)	0 (0%)
Positive/improved family relationships	8	8 (100%)	0 (0%)	0 (0%)
Increase in local social capital	8	8 (100%)	0 (0%)	0 (0%)

Outcome(s) Child	No. supported with this outcome	No. with improved score	No. with no change	No. with degraded score
Improved mental health & wellbeing	22	22 (100%)	0 (0%)	0 (0%)
Positive/improved family relationships	9	9 (100%)	0 (0%)	0 (0%)
Positive student attitude to learning	16	14 (88%)	2 (12%)	0 (0%)

Next steps

- Continue to support families with attendance below 90% (school and nursery).
- Embed Seasons for Growth as a universal support available to children.
- Targeted supports to raise attainment.
- Continue to embed milestones planning and tracking for identified children.

Establishment priority 4

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 Improvement

Choose an item.

HGIOS

3.1 Ensuring wellbeing, equality and inclusion

Choose an item.

QIF ELC QIs

3.1 Play and Learning

4.2 Wellbeing, Inclusion and Equality

3.2 Curriculum

UNCRC

Article 3 (Best interests of the child):

Article 28: (Right to education):

Outcome:

5a) From P1-P7, the understanding of race will be a minimum of 71% by June 2026.

5b) From P1-P7, the understanding of racism will be a minimum of 75% by June 2026.

5c) *By June 2026, the majority (50-75%) of nursery children will demonstrate an understanding of race and racism and can verbalise how these relate to their lives.*

Progress and impact of outcomes for learners:

- 76.5% of children have an understanding of race and how this impacts on their lives. This is a 31.5% increase from baseline data gathered across the school (outcome 5a).
- 86.5% of children have an understanding of racism. This is a 31.5% increase from baseline data gathered across the school (outcome 5b).
- *50% of identified nursery children demonstrated an understanding of race and racism in an age appropriate way (outcome 5c).*

Next steps

- Develop knowledge and understanding of other protected characteristics outlined in the newly developed equalities policy (school *and nursery*).

Establishment priority 5

NIF Priority

Improvement in skills and sustained, positive school-leaver destinations for all young people

Choose an item

NIF Driver

Assessment of children's progress

Choose an item.

HGIOS

2.2 Curriculum

3.3 Increasing creativity and employability

QIF ELC QIs

Choose an item.

Choose an item.

3.2 Curriculum

UNCRC

Article 3 (Best interests of the child):

Article 28: (Right to education):

Outcome:

6a) By June 2026, most (75%) P7 learners will have gained accreditation of the Dynamic Youth Award.

6b) By June 2026, the majority (50-75%) of nursery children will be able to talk about skills used carrying out the nursery sustainable food project.

PEF used to support closing the gap:

Dynamic Youth Award £392 (£100 site licence and £292 on accreditation booklets)

Progress and impact of outcomes for learners:

- 100% of submitted Dynamic Youth Awards were successfully accredited. 61.7% of P7 learners achieved their Dynamic Youth Award (outcome 6a).
- 55.56% of nursery children can talk about skills used within the sustainable food project (outcome 6b).

Next steps

- Develop a more joined approach to play in P1 and P2.
- Develop Active Learning approaches in P4 – P7
- Align skills progression more closely across the school and nursery.

Establishment priority 6 (aspects are Inverclyde Academy Cluster priority)

NIF Priority

Improvement in skills and sustained, positive school-leaver destinations for all young people

Choose an item

NIF Driver

School leadership

Choose an item.

HGIOS

3.3 Increasing creativity and employability

QIF ELC QIs

1.1 Leadership and Management of Staff and Resources

1.2 Staff Skills, Knowledge, Values and Deployment

1.3 Leadership of Continuous Improvement

UNCRC

Article 28: (Right to education):

Outcome: [Cut and paste from SIP]

7a) Pupil Leadership & The Promise By May 2026, the Cluster Pupil Leadership Group will design and deliver a series of pupil-led assemblies across all cluster establishments, embedding key messages from The Promise and developing pupil understanding of care experience and inclusion.

7b) Cluster Nursery Depute Network – Quality Framework By May 2026, the Cluster Nursery Depute Network will fully engage with the National Quality Framework, developing shared approaches to observation, assessment and planning. All cluster nurseries will participate in collaborative moderation and professional dialogue, with pre and post self-evaluation audits evidencing improved consistency and confidence in delivering high-quality Early Learning and Childcare.

7c) Science Curriculum & Moderation By May 2026, all schools within the cluster will have implemented the Inverclyde Science Planners, with joint moderation taking place during the February 2026 In-Service Day. Staff confidence in delivering skills-based science will increase, with planning, learning visits, and pupil feedback evidencing more consistent and engaging science experiences that promote Metaskills and Developing the Young Workforce.

7d) Cluster HT Development Days By June 2026, Cluster Head Teachers will continue to engage in one full protected development day per term, providing time for professional dialogue, moderation of improvement priorities, and shared leadership learning. Evaluation of HT sessions will evidence the impact on leadership capacity, shared self-evaluation and alignment of practice across the cluster.

Progress and impact of outcomes for learners:

- Cluster pupil leaders have played a central role in designing and delivering assemblies across cluster schools within local groupings, ensuring consistent messaging and meaningful opportunities for leadership. This work was further strengthened through pupil participation in cluster-level events, including presenting the Pinky Promise Charter at the Head Teacher meeting, demonstrating increased confidence, ownership and leadership capacity.
- Pre and post self-evaluation discussions highlight increased practitioner confidence in using Learning Journals and in understanding the link between observation, assessment and planning. Staff feedback indicates that collaborative moderation has been particularly valuable, with practitioners noting that “working together has helped us agree what high-quality practice looks like.”
While progress is evident, staffing pressures and operational demands within nursery settings have at times impacted the ability to consistently release Nursery DHT’s to attend cluster moderation and development sessions, particularly where staff remain significantly floor committed. This has resulted in some variability in engagement and pace of implementation across establishments.
- Cluster collaboration and professional learning have strengthened staff confidence and supported increased consistency in approaches to science across establishments. The February 2026 in-service day provided

opportunities for staff to engage in practical, skills-based workshops across Early to Second Level. This supported the sharing of effective practice and increased understanding of enquiry-based learning. Evaluation of the in-service day indicates a positive impact on staff confidence and engagement, with almost all staff reporting that the session had improved their confidence in delivering skills-based science and provided practical approaches that could be applied within their own settings.

Pre and post session feedback highlights an increased awareness of how to develop enquiry skills progressively, with staff identifying a clearer understanding of how to embed predicting, testing, observing and recording within their planning. Qualitative feedback further supports this, with staff noting that the session “provided practical ideas that could be used immediately” and helped to “make science more engaging and manageable.” This evidence, alongside early planning scrutiny and professional dialogue, indicates emerging impact on classroom practice. However, cluster self-evaluation highlights that variability remains in progression, depth and consistency across establishments. While examples of effective practice are evident, these are not yet consistently embedded across the cluster.

- Very good progress is evident in strengthening leadership capacity across the cluster. Regular protected development sessions have strengthened meaningful professional dialogue, enabling Head Teachers to collaboratively reflect on practice, moderate improvement priorities and develop shared approaches to leadership.

Next steps

- By May 2027, staff across the cluster will demonstrate increased confidence and consistency in delivering progressive, enquiry-based science through outdoor learning.
- By May 2027, practitioners across the cluster will demonstrate increased confidence and consistency in the use of Learning Journals, observations and responsive planning to support tracking and progression across early level.
- By May 2027, staff and learners across the cluster will demonstrate an increased shared understanding of equality, inclusion and respectful relationships through the development of a consistent cluster approach to equalities practice.
- By May 2027, staff across the cluster will demonstrate increased confidence and consistency in approaches to targeted transition planning and information sharing to support continuity of wellbeing and learning for identified learners.
- By May 2027, targeted learners and families will experience increasingly proactive and family-centred approaches to wellbeing, attendance and significant life events across the cluster.
- By May 2027, all cluster primary schools will implement a consistent transition numeracy assessment to support professional dialogue and informed class planning at S1 transition.
- By May 2027, the cluster will establish a collaborative steering group to support the development of a shared Future Ready Pathway linked to financial literacy, enterprise and employability.

Additional PEF Spend

NIF Priority

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

HGIOS QIs

3.2 Raising attainment and achievement
Choose an item.

UNCRC

Article 28: (Right to education):

Choose an item. *Article 3 (Best interests of the child):*

Spend:

- Participatory Budgeting Exercise £1,728,
- Cost of the School Day £10,705 (Panto £1,400, Transport Costs £2,160, P7 Residential £5,853, Health & Wellbeing Events £1,291.80)
- Uniform £1,405

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 Monty's Farm Park, Wonderworld or Blair Drummond Safari Park.
- 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 2026-2027.

Data

Key Strengths:

School/ **Nursery class/ASN provision**

- At P7, cohort data shows a 13.1% increase in reading attainment and a 4.1% increase in Listening and Talking attainment. Increased focus for targeted pupils through PSA and teacher led interventions and high quality teaching and learning have ensured the cohort have raised attainment in these areas.
- In P6 there has been an increase of 4.3% in reading attainment. Class-based targeted interventions led by the teacher and PSA's have proven successful.
- Within numeracy, P4 attainment has raised by 7.3%. Class teacher and PSA use of SEAL and daily recall practise, has proven successful at this stage.
- Most pupils in P2, P3, P4 and P6 are attaining expected levels in Listening and Talking. In P1 the majority of pupils are attaining. In P5 and P7 almost all pupils are attaining expected levels.
- Most pupils in P1, P3, P5 and P7 are attaining expected levels in reading.
- 5.96% of pupils across the school are working beyond expectation in Reading.
- 5.1% of pupils across the school are working beyond expectation in Writing.
- 14.89% of pupils across the school are working beyond expectation in Numeracy.
- Almost all children in P2, P4, P6 and P7 are attaining nationally expected levels in Listening & Talking.
- 70% of children with English as an Additional Language (EAL) are making expected levels of attainment or beyond in listening and talking. 64.7% are attaining expected levels in reading and numeracy.
- **Pre-school attainment increased in all literacy organisers, ranging from a 4.5% increase to a 22.7% increase.**
- **Attendance (as of W/E 12.6.26) in the nursery was 90.7%, an increase of 2.2% than the same time last year.**

		P1	P2	P3	P4	P5	P6	P7	All Stages
Listening & Talking (ELT)	Milestones	0	0	0	0	0	0	0	0
	Behind expectation	9	4	3	4	2	6	2	30
	On track	23	28	24	23	36	24	43	201
	Beyond expectation	0	1	0	0	0	0	1	2
	Behind or milestones	9	4	3	4	2	6	2	30
	On track / beyond	23	29	24	23	36	24	44	203
	Not Assessed	0	0	0	0	0	0	1	1

Key Priorities:

School/ **Nursery class/ASN provision**

- Continue to plan targeted interventions to support raising attainment in reading, writing and numeracy (**nursery also including listening and talking**).
- Continue to increase teachers and **nursery practitioner's** use of data to identify appropriate interventions for learners.
- Develop daily numeracy interventions supported by Pupil Support Assistants (PSA's) to raise attainment.
- **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. Further exploration of milestones to support individuals will ensure tracking of individuals is robust.**

Quality Indicators

1.3 Leadership of Change Very Good	1.3 Leadership of Continuous Improvement (ELC QIF) 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 included all stakeholders in the revision of these across this session. • 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. • All staff have a very clear understanding of the context in which they work which drives them to ensure improvement and positive experiences and outcomes. • 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. • Self-evaluation is used well to review and refresh. Views are sought from parents, pupils and staff ensuring all are involved in the process of change. • All staff are aware of the school's priorities. • Almost all staff are clear on high expectations and set high standards. • Improvement work has been recognised by achieving Gold RRS, Gold Sports Schools and SEL Worldwide Model School Accreditation. • 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 staff engage in a broad range of professional learning based on high quality self-evaluation. This enables practitioners to reflect on, develop and improve knowledge, understanding and pedagogy to provide high-quality early learning and childcare. The resulting knowledge gained is used very well to influence and support pedagogy and practice to meet the needs of all children. Professional learning and development enhance the setting's improvement priorities with a very positive impact on outcomes for children. • SLT motivate, support and inspire staff to continually improve their pedagogy and practice. • All staff demonstrate a determination to recognise, respect and promote children's rights. • There is rigorous monitoring of the quality of interactions, experiences and spaces and provide meaningful feedback is given to practitioners to ensure continuous improvement. • 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.
- Showcase improvement learning with colleagues from other establishments (cluster event)
- Ensure the impact of self-evaluation is consistently recorded.

2.3 Learning, teaching and assessment

Good

3.1 Learning, teaching and assessment (ELC QIF)

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 reflecting our Gold Rights Respecting Schools status.
- Almost all children participate well in lessons. Enthusiasm and engagement in almost all lessons are high and children are included through dialogic approaches.
- Teachers provide well planned and stimulating lessons which engage pupils effectively in their learning.
- 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.
- There are effective tracking and monitoring systems in place to support progress and identify next steps in learning.
- 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.
- Assessment, tracking and moderation processes provide consistency across the school and ensure TPJ is supported by data.
- All practitioners use Inverclyde's Early Level tracker which places focus on children's developmental milestones linking these to CFE outcomes. This in turn has increased practitioner confidence in making judgements the assessment of learning.
- Most practitioners use digital tools creatively and meaningfully to deepen learning for children.
- Children experience high quality play environments inside and out in the nursey class.
- All practitioners regularly share children's learning stories, progress, and next steps in accessible ways for parents/ carers through the ongoing use of Learning Journals.
- Children's voice is evident in planning. Consultation is authentic through floor books, daily discussions and changeable lines of development.

Key Priorities:

School/ELC Nursery class/ASN provision

- Continue to assess wellbeing to ensure consistency in planning required interventions.
- Continue to embed AiFL approaches and ensure lessons incorporate these.

3.1 Ensuring wellbeing, equity and inclusion

Very Good

4.2 Wellbeing, inclusion and equity (ELC QIF)

Choose an item.

Key Strengths:

School/ELC Nursery class/ASN provision

Children's wellbeing is at the heart of everything that happens at King's Oak Primary. This is strongly underpinned by a clear commitment to upholding children's rights. Staff have a strong, shared understanding of the school demographic, the importance of wellbeing and its impact on learning and achievement. They 'meet children where they are', ensuring all children experience consistent care and support from all adults in the school. Children, and partners readily use the school vision statement 'From Tiny Acorns, Mighty Oaks Grow' and can explain what this means to them and their development.

Across the school, children benefit from an inclusive and caring learning environment. Relationships between staff and children are nurturing, positive and supportive. As a result, most children feel safe and happy at school and know adults care about them and almost all pupils reported that staff treat them fairly and with respect. For pupils who reported not feeling safe, House Captains and Vice Captains (supported by teachers) met with children to discuss strategies and supports to be put in place. Senior leaders and staff know children and families well and have a clear focus on promoting the inclusion and wellbeing of all children.

(Statements made as part of the School Review conducted by the Local Authority in session 2025-2026)

- 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.
- [All practitioners build strong, secure attachments with children based on trust, respect and empathy.](#)
- A establishment wide focus on increasing children's racial literacy has increased understanding and diversity is valued and celebrated ([nursery also](#)). Resources that reflect the diversity of children's families and communities are available in all learning environments ([nursery also](#)).
- 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.
- [All children are valued by staff as an individual with their own personality, views, needs, and rights.](#)
- 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](#)).
- [Peer empathy, turn-taking, and cooperation are modelled through guided interactions using the PATHS framework. All children experience this pedagogical approach on a daily basis.](#)
- 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.
- Tracking of wider achievements and activities allows for children to be targeted for in school clubs and activities.
- Robust procedures in place to record meetings and set targets for children with additional support needs. Families to contribute to wellbeing initiatives and decision-making regarding their child's ASN planning ([Nursery also](#)).

Key Priorities:

School/ELC Nursery class/ASN provision

- Continue to develop children's understanding of diversity is enhanced as the new ASN provision opens and becomes part of the school environment.
- Continue to develop children's understanding of what it means to be a young carer and/ or care experienced and to identify and support identified learners.
- Embed new Anti-bullying policy and Promoting Positive Relationships policy across the establishment.

3.2 Raising attainment and achievement/Securing children's progress

Good

4.3 Children's progress (ELC QIF)

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.
- There are effective systems to monitor the progress and attainment of children in literacy and numeracy.
- 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 developing into early writers. 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.
- Most 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.](#)
- [All children are well supported to make choices and share their learning and progress in their own individual way.](#)
- [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.](#)
- [Most children are confident to try new experiences both indoors and outdoors and engage with new learning enthusiastically.](#)
- [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. We make very effective professional judgements about significant learning and children's progress over time based upon reliable information and data](#)
- [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

- Continue to track progress rigorously and identify ways to provide challenge and support throughout the school year.
- [Widen the tracking of wider achievement to include the nursery class.](#)

Other quality indicators evaluated from 3-year plan (Schools)		Other quality indicators evaluated from 3-year plan (Nursery)	
<u>HGIOS</u>		<u>ELC QI's (QIF)</u>	
<u>2.5 Family learning</u> <u>1.2 Leadership of learning</u> Choose an item. Choose an item.	Good Good Choose an item. Choose an item.	1.2 Staff Skills, Knowledge, Values and Deployment Choose an item. Choose an item. 4.1 Nurturing Care and Support	Good Choose an item. Choose an item. Good

Key Strengths:

School/ELC **Nursery class/ASN provision**

Family Learning/ Family Connections

- Funded by PEF, the Barnardo's Family Support Worker has consulted and planned workshops open to all, on a range of targeted subjects, as part of our universal offer.
- Two face to face parent meetings are offered per year plus three occasions where families are asked for views on children's learning targets.
- Our newly formed Family Circle are eager to support parental engagement in the wider life of the school.
- Learners track their health and wellbeing twice in a year.
- All practitioners know children and families very well.
- Families have regular opportunities to discuss their child's care and development, both informally and formally. At the same time as school parent meetings are offered to formally discuss progress in learning. Transition reports are also formed in agreement with parents/ carers of children moving to school.

Leadership of Learning

- SLT empower staff and cultivate conditions to develop leadership at all levels to improving the overall capacity of the school. Staff have developed leadership in various school groups varying from Talk for Writing, RRS, YLL, Digital and Health and Wellbeing.
- All staff model leadership within learning settings as the lead learning, sharing a culture of mistakes are a valuable learning tool (**nursery also**).
- All staff participate in individual and collective professional learning which improves outcomes for learners (**nursery also**).
- Almost all staff can confidently talk about how they have improved their practice as a result of their professional learning activities.

Key Priorities:

School/ELC **Nursery class/ASN provision**

- Develop approaches to increase support staff confidence in leading learning and recognising their improved skills and practice.

Key Achievements of the Establishment

- We continue to offer the Roots of Empathy programme with our 'tiny teacher', Baby Santino and P4.
- Our 5th successful Scots Poetry Competition.
- We had a hugely popular Danceathon to raise money for school and nursery funds.
- Our Meet the teacher event at the beginning of the year well attended.
- Our school review validated our self-evaluation processes and highlighted lots of the good practice taking place in King's Oak.
- P5-P7's completed the Heartstart programme of learning CPR and life saving measures as part of our Health week in June.
- Our athletics team represented the school positively in a number of events across the year
- Great efforts by all who attended Cross Country event.
- We were awarded PAtHs SEL Worldwide Model School award for our commitment to social and emotional learning.
- 86.96% of P7's 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.
- Two Pupil Support Assistants (PSA's) have successfully run a Seasons for Growth group alongside Teri our Barnardo's Family Support worker.
- 61.7% of P7 learners achieved their Dynamic Youth Award.
- 38, P7 learners enjoyed a residential experience in Millport with an outdoor learning and health and wellbeing focus.
- 97.82% of P7 learners achieved their Active Schools Pupil Leadership Award.
- Playground Pals use PAtHs strategies to support play in the lower school playground.
- The nursery have used their Tesco grant to build food growing spaces and develop the garden area of their outdoor spaces.