



West Kilbride Primary School & Early Years Class

Standards and Quality Report June 2025



Our School

West Kilbride Primary School and Early Years Class serves the village of West Kilbride. We are a non-denominational school of 14 classes, with a school roll of 328 pupils. The school is led by a Head Teacher, two Depute Head Teachers and one Principal Teacher, with this post split between two part-time post holders. There are 19 Class Teachers (9 part-time), 1 Pupil Support Teacher (part-time), 8 Pupil Support Assistants (4 part-time), supported by 3 office staff fulfilling two full-time posts.

Our Early Years class currently offers full days sessions from 9am– 3pm with 24 places, with 23 pupils currently enrolled. Our Early Years Class is staffed by a Senior Early Years Practitioner, two Early Years Practitioners and an Early Years Assistant (part-time) who supports with lunchtime delivery.

Just over 2% of the school roll live in deciles 1-2 of the Scottish Index of Multiple Deprivation (SIMD) with the remainder living in deciles 3-10. The school received £49,000 Pupil Equity Funding (PEF) this session, with a further £6.598 carried over from the previous financial year.

Attendance figures for 2023-2024 were on average 94.23% and there was one school exclusion.

Highlights:

A Local Authority Establishment Review in February 2025 confirmed our HGIOS 4 grading as a '4– Good' for Quality Indicators '2.3- Learning, Teaching and Assessment' and '3.2– Raising Attainment and Achievement'. The accompanying report highlighted the following strengths:

- Children are exceptionally welcoming, well-mannered, and happy to be at school. Most children engage positively with learning opportunities. They are keen to learn and talk enthusiastically about their experiences in school.
- All staff work very well together as a team. They engage effectively with professional learning, research and reflect regularly on its impact on their practice.
- Data shows that attainment is improving over time. Attainment in Literacy and Numeracy are a core feature of school improvement including professional learning and PEF spending.
- Key improvements in attainment can be seen in P1 and P4, reading, writing and numeracy. Most children who require support with their learning are making good progress towards individual targets in learning. The school makes very good use of data to target interventions such as boosting reading, Plus 1 and The Power of 2. Data shows that almost all pupils are making good progress.

Our Early Years Class also welcomed an unannounced inspection from the Care Inspectorate in October 2025, receiving the grading outlined within the table below, with the report finding the following strengths:

- Children were happy and enjoying their time in the service. They were very well nurtured and supported by kind and caring staff.
- Children's health and wellbeing was enhanced through daily access to outdoor play.
- Children benefitted from a committed team passionate about providing high-quality care.

How good is our care, play and learning?	5 - Very Good
How good is our setting?	4 - Good
How good is our leadership?	4 - Good
How good is our staff team?	5 - Very Good

Vision, Values and Aims

At West Kilbride Primary School and Early Years Class, we aim to promote high achievement and learning for life by encouraging pupils and staff:

- To promote and encourage high quality leadership at all levels within the school and community through a shared vision of excellence.
- To equip our children with the skills to become successful learners, confident individuals, respectful citizens and effective contributors.
- To foster an open and positive partnership with parents which promotes wellbeing and respect for the school community.
- To provide a broad differentiated curriculum which challenges and motivates pupils to facilitate, and engenders a culture of ambition.



ATTAINMENT AND ACHIEVEMENT



For the 2023/2024 academic year, Reading attainment in Primary 1 has risen by 6.76%, with 79.49% of pupils achieving recommended levels due to the impact of a new Phonics progression framework.

Writing attainment has risen by 9.32% in Primary 1, with 82.05% of pupils on track. It has also risen by 22.7% in Primary 4, with 56.1% of pupils achieving expected levels and by 8.7% overall across P1, P4 and P7. This can be attributed to the introduction of a core writing programme and professional learning opportunities.

Numeracy attainment saw a rise of 10.49% in Primary 1 with 92.31% of pupils on track and by 12.15% in Primary 4, with 68.29% of children attaining due to the introduction of a consistent planning framework

In our Early Years class, all pre-school pupils achieved their milestones for Health and Wellbeing and Literacy, with 86% also achieving their Numeracy milestones.

WIDER ACHIEVEMENT

Learners experience a broad range of learning opportunities both in the classroom and beyond. There are well-planned opportunities for children to contribute to the life of the school through pupil voice groups, leadership positions and both afterschool and lunchtime clubs.

This year we have continued to deliver a range of after-school learning opportunities, including our Athletics Club, Netball Club, our Boys and newly established Girls Football Teams and our Art Club. These teams have seen great success this year with our Boys Football Team winning the 'Ardrossan and St Matthew's Champions League', the 'Ardrossan and St Matthew's Summer Cup' and the 'North Ayrshire Final'. Our Netball team also saw success, finishing third overall in the North Ayrshire League. We were also successful in the NAC Cross Country events, attaining a 2nd and 3rd place within the P5 Boys League, 2nd place in the P6 Boys League and 3rd place in the P7 Girls League and 2nd place for the P7 Boys League. Our P7 Boys Team also achieved a team award.

Our team for the Rotary Primary School Quiz also saw success once again, securing a place in the Area Finals.



How well have we improved our service?

Priority 1: To raise attainment in Literacy and Numeracy across the school.

Almost all staff have participated in PM Writing training. By the end of Term 4, 100% of staff felt more confident to teach writing to their class (8/10 or above), with 90% feeling confident to use the PM Writing resource (7/10 or above). All staff have been provided with updated writing planners with direct links to PM Writing (Term 3). Adaptations to these planners are being made to align with the PLA Literacy Framework. Reading attainment was 39% for last year's P4 cohort and this has risen to 51.1% for their P5 year. Overall Numeracy attainment has risen from 70.6% in 2023-2024, to 76.5% in 2024-2025. This is an increase of 5.9%.

Priority 2: To incorporate Play pedagogy within P1 and 2 and create opportunities for enquiry-based learning within P3-7.

'How Good is our Play Pedagogy' audit was completed for P1-3 in June 2024 and again with staff in June 2025, as a post-assessment tool. It shows that we have made improvements in nearly all areas, in particular in having a vision of play as part of education, having a balance of learner directed play, guided play and direct instruction and engagement in risky play. All teachers purchased £150 worth of resources that they felt would support them with the development of play, funded by the Parent Council. Pupil feedback in P1-3 states that 100% like the new resources and that Polydrons, the cash desk and lap trays are the best resource bought. 95% of pupils from P4-7 like the new resources with the marble run, fort building and STEM crafting tools being their favourites.

Priority 3: To refresh whole school approach to developing positive relationships, ensuring the school is safe, nurturing and respectful.

The views of parent/carers, all staff and P4-P7 pupils were sought in relation to behaviour at WKPS and EYC in December 2024. We have used this data to create a refreshed Promoting Positive Relationships Policy. Almost all of our P4-P7 pupils believe they are rewarded for making positive choices and recognise that they receive House Point tokens for displaying school values. All staff have been provided with a RRS Planning tool to support with the delivery of rights. This aims to ensure pupils are taught about all of their rights across their time at school.

Quality Indicators (QIs) We use 'How Good is Our School? Version 4' to support our self evaluation, as well as information gathered from our stakeholders and our Local Authority. This enables us to make decisions about our strengths and areas for improvement.

QI 1.3 Leadership of Change	Teaching staff spoke positively at our recent LA Review about the impact of recent improvements. They were keen to stress that the changes made were improving consistency and stability. They were looking forward to embedding improvements.	4 Good
QI 2.3 Learning & Teaching	A new House system promotes community spirit, positive behaviours and mutual respect. Digital resources are increasingly used to support learning and teaching. Pupils have opportunities across the year to engage in a wide range of experiences provided by partner and external agencies. We value Wider Achievements as part of our curriculum. Wider achievements celebrated weekly in assembly. Relationships between children, their peers and staff are positive, staff know the children support each other, and work as a team. Most children engage positively with learning opportunities. They are keen to learn and talk enthusiastically about their experiences in school. Learners experience a broad range of learning opportunities both in the classroom and beyond. There are well-planned opportunities for children to contribute to the life of the school through pupil voice groups, leadership positions and both afterschool and lunchtime clubs. Outdoor learning is a key feature of the curriculum. Staff have engaged with professional learning and Outdoor learning planners ensure a breadth of learning experiences for the learners.	4 Good
QI 3.1 Ensuring Wellbeing, Equality & Inclusion.	Space around the school is maximised to meet the needs of the children. An example of this is the creation of 'The cove.' Learners spoke positively about the impact this space had on their wellbeing. The library is designed to be fully inclusive including audio books, dyslexia friendly and culturally diverse books in a beautiful environment, promoting and enabling reading for enjoyment for all. <i>Literacy and Numeracy interventions are numerous and running on a regular basis- Plus 1, Power of 2, Code cracker, ReadingWise, 5 Minute Phonics, Toe by Toe, Boosting Reading and Numeracy Boost Groups.</i>	4 Good
QI 3.2 Attainment & Achievement	Data shows that attainment is improving over time. Attainment in Literacy and Numeracy are a core feature of school improvement including professional learning and PEF spending. Teachers are becoming more confident in understanding the benchmarks and gathering evidence to support teacher professional judgement, leading to a more accurate reflection of progress and achievement across the school. Key improvements in attainment can be seen in P1 and P4, reading, writing and numeracy. Most children who require support with their learning are making good progress towards individual targets in learning.	4 Good

PUPIL EQUITY FUNDING

BUDGET £55,598

Pupil Equity Fund (PEF) is allocated directly to schools to close the poverty related attainment gap. We have used this fund to prevent pupils from being disadvantaged by an IT hardware and software deficit within the school. We spent £14,768 to ensure pupils have increased opportunities to access the full curriculum through enhanced IT provision with the purchase of iPads, audio books and interactive curricular resources such as BeeBots, alongside subscriptions which enhance access to the curriculum e.g. Readingwise.

Many of our disadvantaged pupils were still identified as being off-track with their attainment. We used £13,240 of our PEF budget to support our pupils using a variety of intervention programmes. A designated Personal Support Assistant supported with delivery of intervention programmes to ensure they were consistent and comprehensive and a designated Class Teacher completed Dyslexia assessment processes for 17 learners with a suspected Dyslexia profile.

We spent £2731 on resources to support the raising of attainment in Literacy and Numeracy across the school through the purchase of additional Big Cat reading books to support P4-7, Power of Two intervention materials and concrete materials to support learners in 2nd Level Numeracy and Maths.

We also worked hard to incorporate Play pedagogy within P1 and 2 and create opportunities for enquiry-based learning within P3-7 and spent £5604 on our journey towards achieving this, with play resources, outdoor learning equipment and staff training being funded via PEF.

IMPROVEMENT PLAN PRIORITIES 2025-2026

Priority 1: To empower all learners with the knowledge and skills to engage fully in the digital world of the 21st century through the direct teaching of Technologies outcomes and to ensure pupils are fully engaged with the wider curriculum, facilitated by the use of digital technologies.

- Learners will benefit from enhanced use of digital technologies to support learning and teaching across all areas of the curriculum.
- Learners will benefit from staff who are confident and competent in delivering learning outcomes directly related to technologies.

Priority 2: Pupils will be actively engaged in their learning processes, including in individual target-setting and within assessment practices, leading to increased engagement and more motivated learners.

- Pupils will benefit from the use of high quality assessment practices.
- Pupil voice will be increased with pupils using digital tools to set personal learning goals.
- EYC pupils will benefit from consistent and streamlined approaches to planning in line with Local Authority guidance, which will support EYC staff to focus more on high quality interactions and observations.

Priority 3: We will develop skills progressions to support play and skills based learning to ensure meta-skills are explicit and progressively taught across all areas of the curriculum, including further utilising the outdoors.

- Staff will be confident in planning play/enquiry-based learning opportunities which support the development of Meta-skills, enabling pupils to benefit from high quality learning environments.
- Pupils will be confident in using the language of Meta-skills to support them to plan and evaluate their own progress and achievement.
- Open area and outdoor learning environments will be further enhanced to support pupils to access meaningful skills-based learning experiences.

Priority 4 (Cluster Priority): Pupils will benefit from more accessible and inclusive learning environments which will promote inclusion and engagement for all learners.

- The development of a cross cluster strategy will meet the needs of all learners, particularly those with an additional support need.
- Pupils will benefit from the development of inclusive learning environments in line with Circle Resource.
- Pupils will benefit from staff who are well trained in meeting a range of ASN needs and in delivering bespoke strategies to improve attainment.

COMMUNITY LINKS

Our Establishment Review feedback highlighted the very strong links the school has with the wider community. Representatives from partner agencies and local community partners were very positive about school engagement across the wider community and spoke highly of the welcoming ethos of the school and the commitment of the Head Teacher to engage with them. They feel valued by the staff and children. The review team saw evidence of strong parental engagement and partnership, which enhanced both the ethos of the school community and the learning opportunities for pupils.

To support these links, we worked closely with NAC and our Parent Council to design anti-litter posters for display in our village and designed acetates for display in the Village Hall during the Yuletide festivities.

This year, we established a Gardening Team, comprised of local volunteers. In partnership, we have achieved our Level 1,2 and 3 RHS Awards for our great work in planting and growing. The team has also supported the re-design of our outdoor learning area which has allowed pupils to

