



Parent Guide

School Improvement

2024/2025

In Kildrum Primary we are committed to self-evaluation and continuous improvement. Each year we listen to feedback from pupils, parents and staff in order to review our developments. We then plan improvements for the next session.

In 2024/2025 our areas of focus were:

Learning, Teaching and Assessment

- By June 2027 almost all pupils will experience high-quality learning, teaching and assessment which, alongside robust tracking and monitoring, will help to raise attainment.

Curriculum Content

- By June 2027 almost all pupils will experience a coherent curriculum which includes opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today's world.

This booklet reviews the progress we made. A full version of the 2024/2025 Annual Improvement Report can be obtained by contacting the school office.



About Our School

Kildrum Primary is a non-denominational school for children aged 4½ to 11½. We are based in the heart of Kildrum and work closely with our families to help every child feel valued and supported.

Our school vision is:

"Kildrum Primary – achieving everyone's potential. Be the best you can be!"

Our core values are:

Responsibility, Achievement, Resilience, Aspiration and Respect.

This year we asked pupils, staff and parents to help refresh our school vision and values. A new set will be launched in August 2025.

Our School Community

We have a dedicated team of teachers, support staff, clerical staff, catering staff, cleaners and our janitor. This year we welcomed 18 new children, many of whom were new to Scotland.

These children have now settled in well and are making good progress.

Around:

- **29%** of pupils live in our most disadvantaged areas.
- **27%** receive free school meals.

Some children require extra support with behaviour or emotional needs. We use a range of nurturing supports including:

- Counselling
- Drawing and Talking therapy
- Lego therapy
- Outdoor learning

Attendance and Support

Our school attendance is **92%**, which is an improvement on last year. We work closely with families whenever concerns arise and use helpful tools like the **Kearney School Refusal Scale** to better understand issues.

Exclusions have decreased because:

- Staff are trained in trauma-informed practice
- Children are given calm spaces and trusted adults
- We work closely with parents to find positive solutions

Outdoor programmes and wellbeing activities have helped many children re-engage with learning.

How We Listen to Pupils, Parents and Staff

Pupils

Children share their views through Pupil Voice Groups, learning conversations and our school questionnaire. Their ideas have led to:

- More playground toys
- Changes to the lunch routine
- More choice and independence
- Improvements to school spaces

Almost all pupils feel listened to and say their ideas help shape the school.



Parents

70% of families completed our annual survey, which was very positive. Parents said we:

- Deal better with bullying than in previous years
- Listen to their views
- Keep them updated

Parents also help shape Getting It Right For Me (GIRFMe) Plans and work with staff throughout the year.

Staff

Staff feel included and supported in decision-making. They take part in regular training, collaborate on improving learning and help set priorities for the school.

Progress in Supporting Children Affected by Poverty

We use our Pupil Equity Funding (PEF) to support children who may face barriers to learning.

This includes:

- Extra staff to support learning
- Wellbeing programmes
- Support for attendance
- Digital and literacy support
- Free participation in school events

We keep a close track of progress to make sure children get the right help at the right time.

Key Improvements This Year

Cluster Priorities:

1. Children's Wellbeing

Across our cluster of schools:

- Wellbeing programmes have had a **strong positive impact**, with high engagement.
- Staff are more confident supporting mental health needs.
- Exclusions across the cluster have dropped by **85%**.
- More support is available for neurodiverse pupils through trained SCERTS champions.

Next, we will gather even more data and strengthen play-based and wellbeing-focused teaching.

2. Supporting Care-Experienced Pupils

Almost all staff are now trained in "The Promise" – Scotland's commitment to care-experienced children.

As a result:

- More children have wellbeing plans in place
- Staff understand trauma and how to support children sensitively
- Most schools in our cluster have achieved the **We Promise Award**

Next year, we will focus on ensuring every care-experienced young person benefits fully from this work.



School Priorities:

1. Learning, Teaching and Assessment

We want every child to experience high-quality learning every day.

This year:

- Staff read and discussed "The Teaching Delusion" to improve classroom practice
- We created a shared understanding of what a "good lesson" looks like
- Lesson expectations are now more consistent across the school
- Teachers received detailed information about their class to better support individual needs
- Classroom environments are calmer and more welcoming
- Staff received training on effective teaching, assessment and consistency

Most pupils are on track in Reading, Listening & Talking and Numeracy, with strong improvements across stages.

2. Curriculum Development

We began refreshing our curriculum to make it more meaningful, relevant and exciting.

This year we:

- Explored the question "Who are we?" as a whole school project
- Improved outdoor learning opportunities
- Trained staff in forest schools
- Increased digital learning (Clicker 8, Minecraft Education, SAM support)
- Enhanced play and lunchtime experiences
- Created gardening and outdoor projects
- Won funding from Tesco to improve outdoor spaces
- Improved digital confidence across staff and pupils

Next year will include:

- Launching our new vision and values
- A new curriculum rationale
- More outdoor learning
- Continued work on digital learning

How We Support Wellbeing, Equality and Inclusion

- Relationships are strong across the school.
- Children feel safe, nurtured and included.
- Staff act quickly when children need extra support.
- All staff complete annual child protection training.
- Transitions (nursery to primary and primary to secondary school) are carefully planned.
- We offer enhanced transitions for children who need more support.
- We work closely with partners such as Social Work, educational psychologists and health professionals.
- Classroom improvements have helped create calmer, more inclusive spaces.

Next year, we will launch our new school vision and continue developing ways to better understand every child's needs when they join us.



Attainment and Achievement

Across literacy and numeracy:

- **Most** pupils are working at expected levels
- Many pupils exceed expected levels
- Attainment data is improving over time

Children experience a wide variety of achievements:

- Masterclasses
- Leadership roles
- Working with community partners
- Sports, arts and STEM opportunities
- Outdoor learning and curriculum weeks

We remove financial barriers by:

- Offering free trips
- Keeping events free or low-cost
- Running a uniform bank
- Linking families with support agencies

Next year we will focus on:

- Improving the accuracy of teacher judgement through moderation
- Increasing opportunities for achievement
- Securing more support for pupils who need it

Looking Ahead

Next session, our main priorities will be:

1. Learning, Teaching & Assessment

Ensuring every child experiences consistently high-quality learning.

2. Curriculum Development

Launching our new vision and values and continuing to build an inspiring curriculum with more outdoor, digital and play-based learning.

