

Standards and Quality Report Kirkton Primary 2024-25

Priority 1

To fully embed our new skills based approach, pedagogy and resources within writing, with links to reading to be initiated.

Key Successes:

- All staff have now completed nine CLPL sessions, with 100% reporting improvements in their teaching and over 85% indicating increased confidence
- Peer observations and SLT monitoring have shown improved consistency and a more coherent progression in writing across stages.
- 82% of learners on track in June 2025, a rise of 19% since August 2024 (63%).

Next Steps:

- Develop formative assessment practices and increase learner voice in planning and feedback.
- Strengthen reading for pleasure as a key driver for attainment and equity.

Priority 2

To improve challenge, choice and personalisation through full implementation of a skills-based curriculum, through effective deployment of play in P1-P3 and PEBL in P4-P7.

Key Successes:

- Curiosity Corner, a shared, flexible space for play, was developed, resourced, and evaluated.
- Fluid groupings were introduced in Numeracy and Maths and were noted as positive in pupil feedback. **In numeracy, attainment has risen from 76% to 86% in P1-7**, with staff attributing this improvement at least partially to challenge and choice strategies.
- PEBL is now firmly embedded in P4–7, with planning approaches well established
- Our play policy and supporting materials have been shared with SLC and are now available to other schools via the hub. External validation from CQIS further highlighted the strength of our approach.

Next Steps:

- Introduce the SLC Skills Framework, ensuring skills are tracked and evidenced
- More formal observations using the Leuven scale will be introduced in P2 and P3
- Extend “Chilli Challenge” to give pupils meaningful choice, raise engagement and attainment.



Priority 3

To raise awareness among stakeholders of UNCRC, skills in sustainability and Global Goals through effective pupil voice and links across skills and curriculum.

Key Successes:

- Playground improvements were driven by pupil input through participatory budgeting (PB), with 7% of the budget allocated.
- Pupil voice plays an important role, with school captains have taken on significant roles in planning, delivering, and evaluating school wide events. This has enhanced pupil ownership and cultivated a sense of pride and community.
- The principles of the UNCRC have been embedded across the school, with all new school policies now referencing the relevant articles

Next Steps:

- Build learner awareness of sustainability and the Global Goals
- Rights based learning will feature across the Curriculum.