

“Our goal is to provide the knowledge, skills and mindset required for a successful future.”



KETTINS PRIMARY SCHOOL

Standards and Quality Report 2024-2025

The purpose of this report is to share information on the impact that school improvement actions have had on pupils’ learning and progress over the course of this session. Using “How Good is Our School 4?” (Education Scotland 2015) our self-evaluation grades for key quality indicators are shown below.

Quality Indicator	Evaluation
1.3 Leadership of Change	Very Good
2.3 Learning, Teaching and Assessment:	Very Good
3.1 Ensuring Wellbeing, Equality and Inclusion	Very Good
3.2 Raising Attainment and Achievement:	Good

Progress on Priorities

Our priority areas for session 24-25 were to create a reading culture driven by pupils, which would result in an increase in reading attainment and to raise attainment in numeracy and mathematics across the school. Good progress has been made towards our overall aims. Our progress against these priorities help inform next session’s Quality Improvement Plan. This report is evaluative and reflective of the various educational experiences over the last academic session and was produced in consultation with staff, parents and pupils.

Miss Rachel Cross (Headteacher)

1 June 2025

LEADERSHIP

Pupil leadership continues as a key feature in driving change at Kettins Primary School. This session our pupils have worked together as one team under the challenge of 'Project 12'; on a shared mission to target the sustainable global goal 12. Through involvement in 'Project 12' children at Kettins view themselves as change makers. In addition to this, our learners have actively taken on the leadership of planning and delivering extra-curricular clubs at lunchtime. Through an application process to the Senior Leadership Team, learners from P4-P7 have led on clubs this session. Our P7 pupils all completed a Playground Leadership Programme with Active Schools and were presented with certificates.

All staff have worked with children and the community to further embed 'The Kettins Promise'. This incorporates the school's vision and values with a focus on 'knowledge, skills and mindset'. Staff skillfully embed the values in the work and life of the school. This results in children, staff and parents having a shared understanding of 'positivity, respect, opportunities, motivation, involvement, safety and effort'. Staff use this very well to create an environment that supports children's wellbeing and achievement. Children and parents speak knowledgeably about how staff's focus on these values has impacted positively on the life of the school. Parents appreciate this shared language and feel children speak articulately about the values, giving examples of their relevance to the school community.

There is a strong sense of community and teamwork across the staff team. Led ably by the headteacher and principal teacher, staff work collaboratively with a shared aim of improving the learning experiences and outcomes for all children. All staff place children at the centre of their practice. They value the individual skills and talents of children and effectively elevate children's voices throughout the school.

Leadership at all levels is promoted with staff taking a collective responsibility for improving the school. Staff have used professional toolkits to improve learning environments and set the conditions for children to develop readiness for learning. The continued use of our 'Learning Ladder' has strengthened the focus on children understanding more clearly how they can improve as a learner. Collegiate sessions are purposeful and are focused on meeting our improvement priorities. Teaching staff regularly reflect on and show commitment to their professional values, as embedded in the GTCS standards.

Partnerships with families continue to be very good. Our active Parent Teacher Association (PTA) supports the school in hosting regular termly meetings. The PTA are the driving force for fundraising and social events. Our PTA organised the Duck Race this year which was great fun and very well attended by parents.

Our recently reviewed Curriculum Rationale is now represented visually thanks to the hard work and creativity of one parent. We are very proud of this.

Our progress in Leadership of Change this year is very good.

ATTENDANCE

Arriving on time and attending school is essential for pupil learning and progress. Below is a review of attendance across the school for the last three years.

	June 2023	June 2024	June 2025
Attendance	94.0%	96.0%	96.0%

ATTAINMENT

When tracking the progress that children make, we use CFE levels. Typically, Early Level covers Nursery and P1, First Level covers P2 – P4, and Second Level covers P5-P7. We currently record attainment levels for Literacy and Numeracy. When considering the statistics, it is important to remember that the figures reported refer to a stage and the specific group of children who make up that stage.

In **Primary 1**, all of pupils are on track to achieve Early Level Literacy and Early Level Numeracy.
In **Primary 4**, the majority of pupils are on track to achieve First Level in Literacy and Numeracy.
In **Primary 7**, the majority of pupils are on track to achieve Second Level in Literacy and Numeracy.

All being 100% Almost All being 91-99% Most being 76-90%
Majority being 51-75% Less (or fewer) than half being 16-50% A few being up to 15%

In recent years, the school has welcomed a number of children from other schools at different stages. These children are making accelerated progress from previous levels of attainment, helping them to close gaps in learning. Most children who have been at the school since P1 are on track to achieve expected levels of attainment in both literacy and numeracy.

ACHIEVEMENT

We are proud of our achievements this session. Through the efforts and success of our 'Project 12' tasks we have been awarded both the Silver Woodland Trust Award and the Wild Challenge Silver Award from RSPB. We are now a School for Nature as accredited by Sir David Attenborough. We were delighted to be runners up in the PKC Euro Quiz in which our fantastic P6 learners competed. Our P7s attended the Rotary Quiz held annually at Blairgowrie Community Campus. In addition to this, our P3 and P4 learners were 2nd place in the Blairgowrie tennis tournament. Our newly established 'Reading Ambassadors' organised a reading challenge and learners were the proud recipients of prizes for their participation. As a school community, working together, we received £100.00 from 'Pounds for Primaries'.

Our progress in Raising Attainment and Achievement has been good this session.

Our progress in Ensuring Wellbeing, Equity and Inclusion was very good this session.

LEARNING

Children and staff work very well together in a climate of respectful relationships. Staff have developed well-organised classrooms and learning spaces. Teachers use consistent lesson structures, visual prompts and key terminology to help children talk with increasing confidence about their learning. The class teachers are experienced and model strength in their creative approaches to literacy and numeracy. Staff use nurturing approaches effectively across the school to create a positive and productive learning environment. Teachers continue to develop clear expectations of classroom practice and in almost all lessons, most children participate well and are engaged in class and group discussions. Most children work independently, in pairs and in group activities successfully. A quality assurance programme is in place to monitor learning and teaching across subject areas. Class visits this session have monitored appropriate pace and challenge in Literacy and Numeracy Sampling work and tracking pupils' attainment over time ensures progress is recognised and built upon.

Pupils are actively involved in aspects of planning their learning and in considering opportunities for achievement. Pupils are encouraged and empowered to express their views on how they are progressing using our 'Learning Ladder' as a supportive tool. The Learning Ladder has been shared with families this session to support discussion about learning at home. Through termly 'Learning Conversations' with the SLT and class teachers' pupils tell us that they feel more skilled in talking about learning and have an enhanced understanding of progress in learning. Most can identify suitable next steps.

P1-P3 enjoyed a trip to Loch Leven to take part in pond dipping and all learners have engaged enthusiastically during visits from UHI STEM which enhanced interdisciplinary learning topics across the terms. P1-3 participated in a Generation Science workshop on day and night. Rookie Rockstars workshops brought energy and excitement and gave all pupils the opportunity to work with a professional musician and singer to learn original songs and perform in a concert. Local minister Tim Podger, spoke to all our learners about how his role in the community links to our school values. In developing skills for life, our P7 pupils have embraced an intergenerational project visiting Balhousie care home on a weekly basis in term four.

Our progress in Learning and Teaching has been very good this session.

Improvement Priorities for 2025-26

The outcomes that we will be focusing on achieving in the next academic year are:

- **Reading - sustain a culture of reading to raise attainment and achieve a Reading School status**
- **Numeracy - raise whole school attainment in numeracy through a focus on pace and challenge**
- **Nurturing Relationships – participate in Phase 4 PKC training**
- **LMG priority-** Year 2 of a 3-year focus on sharing good practice in the moderation of Learning, Teaching, Moderation and Assessment. In 2025-26, all relevant staff across the LMG will focus on the seven features of highly effective learning and teaching.

The full Quality Improvement Plan is available on request at the school office from 18 August 2025.