

# Summarised inspection findings

**Kilbowie Primary School**

West Dunbartonshire Council

1 April 2025

# Key contextual information

Kilbowie Primary School is a non-denominational primary school situated in Clydebank in West Dunbartonshire. It serves the areas of North Drumry, Parkhall, Boquhanran, North Kilbowie, Radnor Park and higher Dalmuir. Kilbowie Early Learning and Childcare Centre (ELCC) is situated within the grounds of Kilbowie Primary School. The headteacher has overall responsibility for the school and ELCC.

The school roll is 222 children arranged across 10 classes. There are 41% of children who reside in deciles 1 and 2 of the Scottish Index of Multiple Deprivation (SIMD). Almost all the remaining children live in SIMD deciles 3-5. There are 45% of children who are entitled to free school meals. A few children have English as an additional language. There are 35% of children who require additional support for learning.

Between February 2024 and June 2024, the headteacher was in an acting position. The headteacher was appointed as substantive headteacher in August 2024. The senior leadership team includes a depute headteacher who has a 0.8 full-time equivalent (FTE) post. There is an acting depute headteacher/principal teacher. This post is 0.2 FTE depute headteacher and 0.6 FTE principal teacher. There are two 0.6 FTE acting principal teachers, one of whom is funded through Pupil Equity Fund (PEF) to support raising attainment in literacy and numeracy. In the ELCC the headteacher is supported by a lead early learning and childcare officer.

1.3 Leadership of change	good
<p>This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:</p> <ul style="list-style-type: none"><li>developing a shared vision, values and aims relevant to the school and its community</li><li>strategic planning for continuous improvement</li><li>implementing improvement and change</li></ul>	

- Led very ably by the headteacher, all staff have a strong focus on raising attainment and improving outcomes for all children. The headteacher is leading the staff team very well to increase the pace of change across the school and ensure that school improvement becomes embedded. The headteacher is highly respected by staff, parents and children. The whole staff team work very successfully together, and the pace of change is appropriately brisk.
- All staff and children have developed a very warm, inclusive ethos across the school. Staff and children demonstrate very well the 'RAISE' values of respect, achievement, inclusion, safe and secure, and equality and diversity in their actions and interactions. Senior leaders led effectively a full review of the school 'RAISE' values when the headteacher took up post. Together, with children and parents, they decided the existing 'RAISE' values were well-embedded in the life and work of the school. Older children explain successfully they are all working together to help everyone achieve more and be successful.
- All teachers engage successfully with How good is our school? 4<sup>th</sup> edition (HGIOS4) to evaluate the work of the school. They consult effectively with all parents and children about what is working well and what they think needs to improve. Senior leaders use effectively the data gathered from these activities to establish appropriate key areas for school improvement.

They identified rightly that improving the wellbeing of children and families, developing children's skills for life, and raising attainment for all children were key priorities. Senior leaders have produced clear action plans for each of these areas and all staff review these together regularly. Teachers welcome the increased pace of change and improvement. They say that the collaborative approaches the whole staff team are taking to develop areas of improvement are helping them to embed change. For example, all teachers engaged with professional learning in developing children's numeracy skills. This is helping to ensure consistency across the school in the teaching of numeracy. As a result, across the school, most children are developing their numeracy skills effectively and most explain confidently how they do calculations.

- Senior leaders observe learning and teaching regularly and collate useful feedback for teachers. Local authority colleagues visited the school to monitor the quality of learning and teaching with the headteacher. Senior leaders use effectively the data gathered to identify clear strengths and areas for development in learning and teaching across the school. For example, senior leaders identified rightly the need for all teachers to audit their learning environments to ensure the individual needs of children were being met. As a result, children now experience learning in environments which engage them well. The headteacher takes regular learning walks to monitor learning and teaching. As planned, senior leaders should continue to carry out further observations of learning and teaching. This should help to develop further the quality and consistency of learning and teaching across the school.
- The headteacher has reviewed senior leaders' remits successfully to ensure each leader has a key area of responsibility which they fulfil effectively. All teachers are fully involved in working groups to take forward key priorities for improvement within the school. Teachers who have a leadership responsibility for key priorities have developed clear action plans to take forward their planned area. These plans include useful review dates to help teachers to manage the pace of change and ensure change becomes embedded. Teachers who engage with professional development on a particular area share their learning effectively with their colleagues during planned professional development sessions. This helps all teachers to be fully informed and involved in taking forward planned key priorities for improvement through the year. Examples of this include teachers working collaboratively to develop assessment and moderation across the school. A few learning assistants lead successfully a group to support children facing challenges as a result of bereavement. Senior leaders should provide opportunities for all staff in the school to develop their leadership skills.
- Across the school a minority of children are developing their leadership skills by participating in the newly formed 'Changemaker' groups. These groups include learning for sustainability, young leaders of learning, play leaders, reading leaders, and the children's rights group. Children from each class volunteer to participate in these groups. Working collaboratively, children in each group have developed robust action plans to take forward their own particular focus. They share their plans and knowledge effectively with their peers in class, on wall displays and during weekly whole school 'gatherings.' This work is beginning to have a positive impact for children across the school. For example, young leaders of learning are empowered to remind teachers to identify when children in their class demonstrate good communication or collaboration skills. This is helping children across the school to identify confidently when and how effectively they are using skills of collaboration and communication. For example, older children communicate confidently to provide feedback to their peers about their development of racquet skills in badminton. Senior leaders should now establish strategies to support all children to develop their leadership skills.
- All staff have a clear knowledge of the needs of all learners including understanding the social, economic and cultural context of the school and children who require additional support. Senior leaders use data from self-evaluation activities, including parental consultation, to develop

clear plans for the use of Pupil Equity Funding (PEF). They use PEF effectively to provide staffing and resources to support rigorous targeted interventions to raise attainment in literacy, numeracy and improve children's outcomes in health and wellbeing. Early indications are that these interventions are helping to close gaps in children's learning and development.

## 2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- All staff have created a very nurturing and supportive ethos across the school. There is a very calm atmosphere for learning. Almost all children demonstrate respect towards each other and adults. There are very positive relationships between staff and children and between children. Staff have worked together effectively to develop a consistent understanding of, and strategies for, managing children's emotions and friendships. They have created a 'calm corner' in each learning space which a few children use effectively to support them to regulate their emotions. As a result, most children behave well most of the time.
- Almost all children work well independently, in pairs and in groups. Almost all children are developing very well their skills in communication and collaboration. This strong focus on skills is helping all children to identify very successfully when they are using these skills as they learn.
- In almost all lessons, teachers' instructions and explanations are clear. Teachers share the purpose of learning with children routinely. Almost all children can talk about what they are learning but are not always clear about the steps to be successful. Teachers need to develop learning which matches the needs of all children at all times further, including those who require challenge in their learning. At times, the pace of learning could be brisker.
- Most children respond very well when teachers ask questions which require them to explain their thinking. However, teachers use mostly closed questions to check for children's understanding. Teachers are beginning to provide high-quality written and oral feedback which supports children to understand what they are doing well and how to improve. All teachers support children to refer to skills being developed when they provide quality feedback for self/peer assessment. For example, children identify clearly that they are collaborating successfully when creating a leaflet in small groups.
- Across the school children use digital technology well, such as laptops for research and to independently access online resources. For example, younger children make good use of matrix bar codes to access online numeracy games independently. Children who require additional support for their learning benefit from using assistive digital technologies, such as magnifiers.
- Children in P1 and P2 benefit from learning through play across the curriculum. Teachers have developed an environment in which children engage well. Teachers have engaged in professional development, including engaging with national guidance, and have developed strong skills in supporting children's learning through play.
- All teachers use a range of long-term and medium-term plans well to plan children's learning. They make good use of progression pathways linked to Curriculum for Excellence (CfE)

experiences and outcomes in literacy, numeracy, health and wellbeing and science. As planned, staff should continue to develop progression pathways across all curriculum areas. Older children identify what they already know and what they would like to learn. All teachers should build on this practice to extend it fully across the school.

- Working together, all teachers have developed a clear assessment calendar which helps them provide consistency in assessment approaches across the school. Teachers use a range of ongoing, periodic and diagnostic assessment approaches to assess children's knowledge and understanding. Staff have made a positive start to planning high-quality assessments to assess children's application of skills in new and relevant contexts. All teachers have engaged in well-planned moderation of writing this session within the school and the local learning community. This is helping them make accurate professional judgements and supports a clearer shared understanding of achievement of a level.
- Senior leaders and teachers meet three times a year to track and monitor children's progress and attainment in literacy and numeracy. Teachers have clear data about the attainment of cohorts of children. This includes children who are care experienced, young carers, those impacted by poverty, those who require additional support and children with English as an additional language. Senior leaders should continue to establish processes to monitor and track attainment across all curriculum areas.

## 2.2 Curriculum: Learning pathways

- Teachers use well progression pathways linked to CfE experiences and outcomes to plan children's learning for literacy, numeracy, health and wellbeing and science. Staff should work together to develop pathways for all curricular areas.
- All children are receiving their entitlement to a 1 + 2 approach to modern languages through learning Spanish and Makaton. The use of Makaton is helping a few children who require support to communicate with their peers and staff. Teachers should develop the use of progression pathways for Spanish and Makaton to ensure the children experience progression in learning in modern languages.
- All children receive their entitlement to two hours of high-quality physical education (PE). Children benefit from specialist input from a local sports co-ordinator. Teachers have engaged in professional learning about the quality of children's experiences in PE. This is helping them to plan lessons which are developing children's skills progression.
- Teachers have made a positive start to developing a three-year rolling programme of learning which makes links across the curriculum. This should help them to ensure that children apply their skills and knowledge and provide depth of learning across the curriculum.
- Teachers use a progressive programme to plan outdoor learning which enables children to build on their skills and knowledge across the curriculum. Teachers should maximise the potential of the local area to enhance further the children's experiences.
- Children are gaining confidence using their language of learning and skills following the introduction of the local authority competencies for learning, life and work. All staff and children have focussed on the skills and competencies of collaboration and communication this session. This consistent focus on skill development is supporting children to gain transferable skills which they use effectively across their learning.

## 2.7 Partnerships: Impact on learners – parental engagement

- Parents welcome the newly introduced 'sharing the learning' events where they come in to observe their child's learning. There is an increasingly growing number of parents engaging in these events. These parents say this is helping them to understand how their child learns in school.
- Staff use well the recently launched online application to share photos and comments about children's learning experiences. A minority of parents are beginning to engage regularly with the app and post comments back to the teacher and child about the learning. The headteacher shares useful online newsletters to keep parents fully involved about the work of the school.
- Senior leaders consult parents regularly about the life and work of the school. They use successfully the data gathered to inform decisions about key priorities for improvement across the school, including the use of PEF. The headteacher shares this information regularly with the Parent Council. Parents are becoming increasingly involved in school improvement. For example, a few parents worked alongside the Learning for Sustainability group to improve the outdoor area. As a result of this collaborative working, all children benefit now from weekly outdoor learning sessions in the attractive forest area.



## 2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

### 3.1 Ensuring wellbeing, equality and inclusion

good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- The headteacher and staff have created a strong nurturing ethos across the school. They have a strong focus on children's wellbeing and relationships. As a result, most children feel safe, secure, valued and respected. Staff, parents, partners and the wider school community speak highly of the headteacher, the welcoming atmosphere and the positive relationships across the school.
- Most children use taught strategies successfully to regulate their behaviour and emotions. Almost all children demonstrate respect, consideration and empathy in their interactions with others. Senior leaders and teachers follow the local authority's anti-bullying policy and procedures. They make effective use of a national monitoring tool to record and track incidents of bullying behaviour. They provide appropriate interventions and review these regularly. Almost all children say they have never experienced bullying or the school deals well with bullying.
- Staff are using the recently revised health progression pathway for planning delivery of the health and wellbeing curriculum. All staff have engaged fully in professional learning to develop their skills, for example in bereavement support, nurture and creating inclusive learning environments. As a result, all children learn in inclusive learning environments. Each month there is a whole school focus on a wellbeing indicator. This is helping most children to have a robust understanding of wellbeing and what it means for them. Staff use wellbeing assessment information effectively to identify gaps in children's wellbeing and provide targeted support. This includes helping children to develop strategies and skills for learning, life and work to help them regulate their emotions and social wellbeing. As a result, children in the targeted intervention groups are more regulated and return to class ready to learn. This session, there has been a significant decrease in the number of disruptive incidents in class.
- All children participate regularly in sport and physical exercise. They enjoy using the exercise equipment in the school playground well and explain how this helps to keep them healthy. They understand the importance of eating a healthy diet. For example, children have been learning about healthy eating through their farm to plate topic and are able to explain which foods keep them healthy. Senior leaders and teachers make sure particular cohorts and individual children with protected characteristics are given the opportunity to attend learning activities after school. For example, staff work with a local business to build bikes from recycled materials. This has given a few children confidence and the ability to develop skills in cycling.
- All staff promote children's rights through weekly gatherings and a monthly focus in class. Most children are becoming more confident in identifying their rights through this focus. Children have received accreditation for their work on children's rights. All children have developed class charters linked to children's rights. As a result, most children are aware of their entitlement to have their rights respected and can identify a few children's rights.

- All staff understand and fulfil their statutory duties in relation to safeguarding, wellbeing, equality and inclusion. They know how to protect children and meet children's needs. Senior leaders and staff meet regularly with parents and partners to create personalised plans for children who require additional support with their learning and wellbeing. A few children are encouraged to express their views and evaluate their own plans. Senior leaders should now make sure all children have a greater input to their plans. This has the potential to help support children's confidence to understand their targets and have a greater voice in decisions about their learning. As planned, senior leaders need to support teachers to ensure targets are more specific and time measurable.
- Staff work with partners successfully to support children's wellbeing effectively. The headteacher and support staff work in partnership with local businesses, local voluntary organisations and housing support very effectively. As a result, children and families who receive support report that they feel safe and secure, and the children are able to settle to learning. The headteacher, in partnership with a local school, arranges regular meetings of a friendship group for a few children with English as an additional language. This is helping children to further develop their emotional wellbeing and social skills. Partners of the school work well with all children, and in particular young carers, to develop further their social and wellbeing skills. All children benefit from opportunities to go beyond the school on trips and to take part in social and sports activities. This inclusive approach has given children confidence allowing them to settle to learning in class.
- As children progress from nursery to P1 and P7 to S1 they take part in a range of well-managed activities. Children in P6 and P7 who require additional support benefit from an enhanced programme of transition activities before they progress to S1. The local authority 'one-ery' approach supports children as they progress from nursery to P1. A few children benefit from some time in the nursery provision as well as in the school classroom. This supports children who require challenge and those requiring more support as they progress to P1.
- Children learn about world religions as part of their religious and moral education curriculum. Staff provide regular opportunities throughout the year for religious observance in school. This is helping children improve their knowledge of the world, their own values and the values of others. Children have a good understanding of equality, and senior leaders and staff should now develop further, as planned, children's knowledge of diversity and how they can challenge discrimination.

### 3.2 Raising attainment and achievement

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

#### Attainment in literacy and numeracy

- Overall attainment is good. Most children at P1 achieve the expected CfE level in literacy and numeracy. The majority of children in P4 and P7 achieve the expected level in reading, writing and numeracy. Most children in P4 and P7 achieve the expected level in listening and talking. Across the school a few children are working beyond national expectations in numeracy and literacy.
- Children who require additional support in their learning are making good progress.

#### Attainment in literacy and English

- Overall, children's progress in literacy and English is good. A few children are making very good progress in literacy.

#### Listening and talking

- Across the school, most children listen and talk well in whole class and collaborative group work. At early level, most children take turns when taking part in group discussion. A few require support to not interrupt others. At first level, most children identify the skills they need for good listening, such as, making eye contact. They demonstrate well turn-taking skills to share their ideas and opinions. At second level, all children demonstrate audience awareness when they are speaking in class or groups. Most children are articulate when talking to adults and each other.

#### Reading

- All children at early level are beginning to read aloud fluently. A few children need to develop their skills in answering literal questions. At first level, most children read with fluency however a few children need to develop their fluency skills further. Most children are becoming confident in answering literal and inferential questions about a text. At first level children should continue to develop their comprehension skills further giving more detailed answers. Most children at first and second level are confident in the difference between fact and opinion. A few children should explore different genre in reading to help develop their skills of reading into writing. At second level most children are confident, fluent readers who use appropriate tone and expression. They are confident with strategies to help them understand text.

#### Writing

- Most children at early level write a simple sentence and the majority, with support, write several sentences. They use capital letters, finger spaces and full stops appropriately. A few children should continue to work on correct letter formation. At first level, most children are developing their skills of characterisation and developing the plot of a narrative piece of writing. They are less confident in non-fiction writing. A minority of children need to improve their skills in

applying spelling in different contexts and would benefit from understanding strategies and rules of spelling to help them improve. Children at second level write in a variety of genres, using direct speech and figurative language. For example, they use personification, metaphors, and alliteration well to engage the reader. The majority are confident in using digital tools independently for their writing and are aware of the features of digital writing, for example using headings and bullet points when creating a digital presentation. Most children at second level spell common words accurately. A few would benefit from further input using spelling patterns, rules and strategies to spell words appropriate to their age and stage.

### **Numeracy and mathematics**

- Overall, children's progress in numeracy and mathematics is good. A few children are making very good progress in numeracy and mathematics.

### **Number, money and measure**

- Across the school, children have a good understanding of place value. Children at early level count to 20 accurately and identify the numbers before and after. They are less confident in counting backwards from 20. They tell the time using analogue clocks, ordering the days of the week and matching appropriate times to daily events. At first level, children demonstrate skills in rounding and ordering numbers to 1000. They solve addition and subtraction problems confidently with two digits. Children need more practice at adding and subtraction to develop the speed of their mental agility. This may help them to solve problems quickly and accurately. Most children working towards second level use a range of strategies to solve addition, subtraction, multiplication and division problems. They are confident using their knowledge of common fractions, decimals and percentages. They need to develop further their understanding of negative numbers which could prepare them for more complex mathematical concepts.

### **Shape, position and movement**

- Children across the school name confidently two-dimensional shapes and some three-dimensional objects using mathematical vocabulary language appropriate for their age and stage. Children at early level need more practice in identifying lines of symmetry in a square. Children working in first level know that a right angle is 90 degrees. A few children need further revision in the use of compass points. Most older children calculate the area of squares and rectangles accurately. They now need to develop their skills in calculating the radius of a circle.

### **Information handling**

- Children at early level match and sort items in different ways, for example, by colour or shape. They need develop their skills in collecting information and contributing to a pictorial display to develop further their data-handling skills. At first and second level, children demonstrate an appropriate understanding of probability and information handling. They collect data using appropriate methods, create bar charts and analyse this information effectively. Teachers should provide opportunities for children to extend their skills by using technology to support data collection and analysis.

### **Attainment over time**

- Senior leaders are aware that historic data gathered over time is not sufficiently reliable and robust. As a result, the school cannot accurately illustrate attainment over time. Senior leaders and teachers now use more robust and effective processes to track and monitor children's progress in literacy, numeracy and wellbeing. This robust tracking, regular attainment reviews, and increased moderation activities are supporting teachers to develop further their understanding of achievement of a level. As a result, tracking of children's attainment over time is more reliable this year.

- Current attendance is 93.2%. This is above the national average in session 2023/2024. Senior leaders effectively track attendance regularly. They support identified children and families sensitively to remove barriers to attendance. For example, a few families benefit from one-to-one support at home to encourage children to come into school in the morning. This results in improvement in attendance for most identified children. Senior leaders should continue to take action to improve attendance for identified children, particularly those with require additional support and with lower patterns of attendance over time. There are currently no children on a part-time timetable.

### **Overall quality of learners' achievements**

- Children enjoy celebrating their achievements with staff and their peers, including those achievements gained out with school. Teachers and staff celebrate these achievements successfully in a range of ways including at weekly 'gathering' assemblies, in class and through high-quality displays. Children are proud of the 'Four Capacity Certificates' that they receive and link their achievements very well to skills for learning, life and work.
- Most children develop their knowledge and skills through a variety of ongoing extra-curricular activities including netball, football, dance and multisport clubs. Senior leaders actively monitor participation and achievement data to ensure every child has an opportunity to benefit from these valuable experiences. Staff support P6 'Play Leaders' to develop sport programmes for younger pupils in the school. This develops their leadership, communication and social skills. As planned, senior leaders should develop a system to track the skills children are developing. This has the potential to help them to consider how these skills can be applied in learning, life and work.

### **Equity for all learners**

- All staff know children and families and their individual circumstances very well. Senior leaders work effectively with partners, and the Parent Council to reduce the cost of the school day. They subsidise the cost of local and residential school trips to make sure all children can attend. They offer a well-resourced uniform bank and shopping vouchers for families. A local charity lends bikes to P6 children who do not have access to a bike. This enables all children to participate in cycling, fostering important skills for their safety and independence. Senior leaders work with partners to provide more individualised support for families when required. For example, a PEF-funded family support worker helps families to secure appropriate housing, bringing stability to the child's life.
- Senior leaders consult with parents, children and staff on the use of PEF. They use PEF very effectively to help improve identified children's readiness to learn through helpful interventions such as nurture support. Senior leaders should proceed with plans to track more specifically the impact of these interventions. This will help more accurately analyse the impact of interventions for children adversely affected by their circumstances.

## Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.