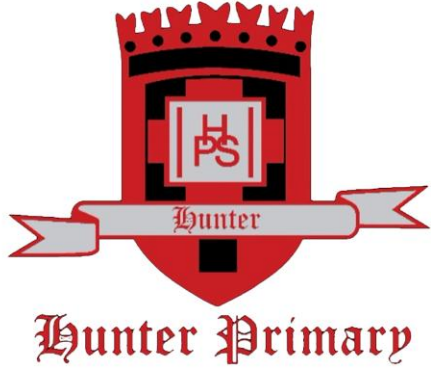


Hunter Primary School



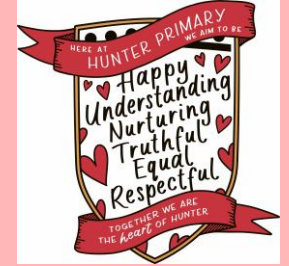
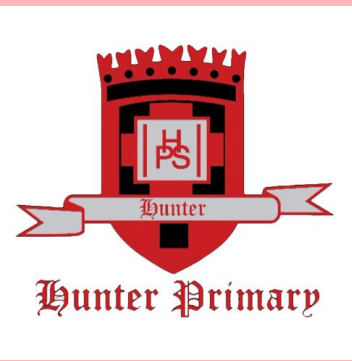
Standards and Quality Report 2025-26 / NEW School Priorities 2026-27





Hunter Primary School

'We aim to support all our children in reaching their full potential, show care and compassion towards others and to develop as responsible citizens. We wish the children of Hunter to continue to carry the 'Heart of Hunter' throughout their school, home community and adult life.'

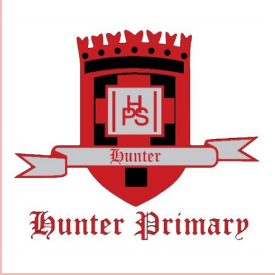


Hunter Primary is a non-denominational school which serves part of the Calderwood area of East Kilbride. The original school opened in 1962 and our new school building officially opened in 2013. The new building provides an excellent, bright, modern learning environment in which our children can learn and achieve.

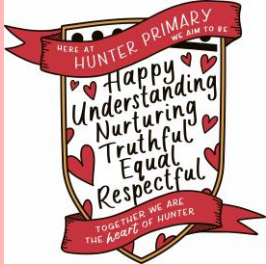
In session 2025-26 our school role was 203 pupils across 8 classes. Staffing consists of the Head Teacher, 1 Principal Teacher, a teaching staffing compliment of 8.8 FTE, and Support Staff compliment of 6.8 FTE.

Hunter Primary has high expectations and aspirations for all its learners. The staff work effectively as a team and with partners to ensure that we provide the very best learning experiences for all of our learners which will raise attainment consistently, ensuring that our pupils develop as *successful learners, confident individuals, responsible citizens, and effective communicators*. We aim to nurture happy and confident children who will be successful and will contribute positively to the wider community.

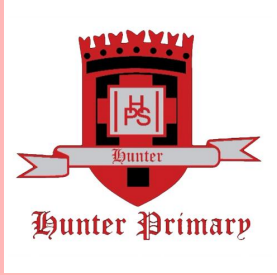
Hunter Primary is a welcoming, nurturing, and inclusive environment where the staff team strives to provide a learning environment that will challenge and celebrate the achievements of our young people. We actively promote positive attitudes, self-esteem and self-confidence in all our children. Our core values of being Happy, Understanding, Nurturing, Truthful, Equal and Respectful permeate everything we do.



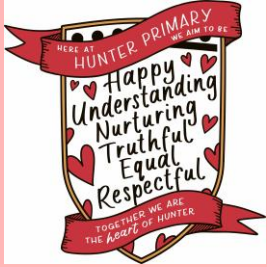
2025-26 Achievements and Successes



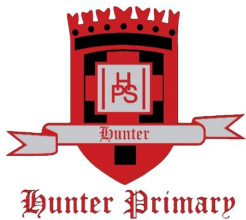
- We received positive praise and recognition from our HMle Inspection which took place in September 2025. The report can be accessed via our school website.
- 96% of our children accessed an extra-curricular sporting club throughout the year. This is the highest percentage within the Calderglen Learning Community, and is significantly above the South Lanarkshire Average.
- Building on the success of STEM within the school, our second interactive STEM week in March continued to build on all things STEM related. We involved the school community including parents who delivered workshops for the children which focussed on skills and Developing Scotland's Young workforce.
- Two of our Primary 6 pupils achieved huge success at the Calderglen K'NEX challenge, going through to the West of Scotland Final in Glasgow.
- Primary 7 took part in the 'Road to Calderglen' transition programme which included a sports morning, French café, STEM lessons in the Science department and being the first to pilot an English and Maths day.



2025-26 Achievements and Successes

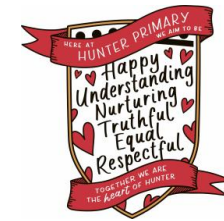


- Many of our Primary 5, 6 and 7 children took part in the East Kilbride Rotary Burns competition and achieved high success, including 1st place for our Choir and individual instrumentalists/singers achieving highly.
- Our first participation in the East Kilbride/Strathaven Dance Festival in March was a popular event for our senior children. They were supported by Calderglen High School's dance leaders.
- Our Primary 6 Euroquiz team achieved great success at the annual Euroquiz competition securing third place.
- As part of Primary 7s enterprise, they raised an impressive total which supported the purchase of the leavers' hoodies and end of term events.
- Our senior pupils got a sense of success and achievement by taking part in South Lanarkshire Leisure and Culture sporting festivals including, Sportshall Athletics, Cross Country, Netball, Football, Outdoor track and field.
- Our Primary 6 cohort completed 12 weeks of swimming lessons at the Dollan Aqua Centre.



School Priority 1:

Raising attainment: Continue to develop and engage in 'Creating the balanced writer' (Explicitly Teaching Writing) pedagogy as a whole school approach to develop high-quality learning, teaching and assessment experiences that raises attainment in writing



National Improvement Framework

Improvement in achievement, particularly in literacy and numeracy.

How Good is our School? (HGIOS)

- 1.1 Self-Evaluation for Self-improvement
- 2.2 Curriculum
- 2.3 Learning, Teaching and Assessment

Strategy

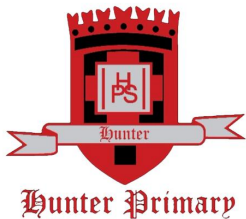
By the end of June 2026, our school is implementing a more consistent approach to teaching writing across all stages through the PM Writing program. To achieve this, teaching staff will engage in regular training, including completing four final online modules by April 2026, and will establish unified expectations for writing layouts and presentation. Additionally, staff will review progress from the previous session by August 2025 to finalise planning for the upcoming school year. Finally, an updated assessment criteria will be agreed upon and trialled during Term 3 to better support and track student learning.

Progress and impact

Our teaching staff have successfully completed four comprehensive training sessions to adopt a new, consistent approach to writing across the school. This framework, which focuses on Stephen Graham's explicit writing techniques, ensures that all children are taught five specific text types at the exact same stage throughout the year to build and strengthen their skills. We have established a uniform layout for Early, First, and Second Curriculum for Excellence (CfE) levels, now documented in our new Learning, Teaching, and Assessment handbook. To evaluate and support pupil progress, staff are utilising CfE Benchmarks and specialised success criteria. Furthermore, our leadership team—including Literacy Lead Sharon Taylor and Head Teacher—recently collaborated with Blackwood Primary School to gather outstanding practices that we will eagerly bring into our classrooms for the upcoming 2026-27 session.

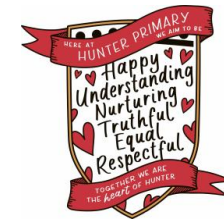
Next steps for session 2026-27

- New planning format will be implemented.
- Selected staff (1 at each CfE level) will take part in a project with Stephen Graham, looking at enhancing practice and assessment. Staff will then cascade this to all other staff.
- Staff will take part in Moderation trios throughout the session, focusing on new text type teaching and learning.



School Priority 2:

Raising attainment: Continue to develop Numeracy and maths curriculum pedagogy and planning through exploring and implement new scheme(s) of work to ensure a consistent and progressive approach across the school.



National Improvement Framework

Closing the attainment gap between the most and least disadvantaged children and young people.

How Good is our School? (HGIOS)

2.2 Curriculum

2.3 Learning, teaching and assessment

3.2 Raising attainment and achievement

Strategy

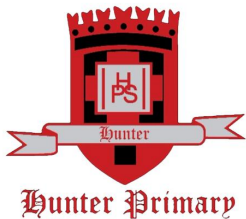
Following a review of pupil jotters from the 2024-25 session, our teaching staff will establish unified standards of excellence for all pupil work. To support this, teachers will undertake professional learning to build their skills and confidence in using the Visual-Concrete-Pictorial-Abstract (VCPA) teaching approach. By December 2025, children will benefit from this method through increased daily access to a wide range of hands-on, concrete maths learning materials in their classrooms. Furthermore, by June 2026, we will fully implement flexible, fluid pupil groupings into our everyday routines, ensuring all pupils receive high-quality learning tailored to their individual needs and choices.

Progress and impact

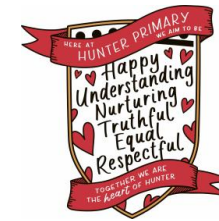
Our dedicated teaching staff completed comprehensive specialist training to better support pupil learning in numeracy. These sessions covered vital skills ranging from early counting and number structures to advanced addition, subtraction, multiplication, and division. To support these teaching methods, the school has established a well-stocked, accessible library of hands-on numeracy learning materials, which we will continue to invest in and expand. To ensure high standards across all stages, we successfully launched uniform jotter and layout expectations at the start of the August 2025-26 school session. Parents will also be pleased to know that flexible, fluid groupings are now a standard feature in all of our numeracy lessons. Our pupils are responding exceptionally well to this approach, enjoying the elements of personalisation and choice in their day-to-day learning. This flexible structure allows our staff to ensure every child is appropriately supported, comfortably paced, and challenged at the right level.

Next steps for session 2026-27

- Ensure all new staff are fully training in VCPA.
- Through class observations, VCPA will be visible in all classes.
- Support Staff will be trained in VCPA approach by Numeracy lead.
- Staff will undertake CQIS Professional Learning offer which will be tailored for the school.



School Priority 3: Outdoor Learning/Play inc. Skills Framework



National Improvement Framework

Improvement in skills and sustained, positive school-leaver destinations for all young people

How Good is our School? (HGIOS)

2.2 Curriculum

2.7 Partnerships

3.2 Raising attainment and achievement

Strategy

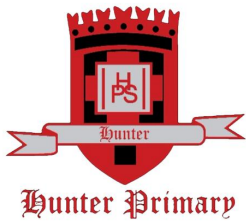
Following a full review of our current outdoor spaces, all staff and pupils will participate in "Operation Outdoor Play" between October and December 2025, which focuses on creative, hands-on "loose parts" play. To ensure these playtimes are safe and highly engaging, our newly appointed Senior Play Leaders will be on hand to guide and support the children. Alongside these outdoor initiatives, all classrooms will actively use the South Lanarkshire Council (SLC) Skills Framework to help pupils connect their daily schoolwork to real-world skills. Furthermore, we are launching school-wide Skills Masterclasses, giving your children dedicated opportunities to focus entirely on practical, skills-based learning.

Progress and impact

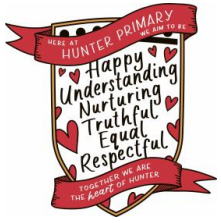
Following a thorough review of our outdoor spaces, we successfully launched "Operation Play Outdoors," providing all pupils across every class with weekly, timetabled "loose parts" creative play sessions on Mondays between October and December. Children also enjoyed extra access to these fun resources during lunchtimes. Through our "Hunter Huddle" school-wide pupil voice forum, our pupils reported a much greater appreciation for outdoor learning and clearly recognised how it helps them develop new skills. Additionally, the South Lanarkshire Council (SLC) Skills Framework is now prominently featured in all classrooms, helping children connect their daily lessons to real-world skills, a foundation we look forward to building upon further during the next school session.

Next steps for session 2026-27

- A greater focus across the school on the SLC Skills Framework.
- All children will engage in Skills Masterclasses which will be introduced.
- Our new outdoor learning/play resource will enhance outdoor learning/skills-based learning.



School Priority 4: Caldergleng Learning Community Priority: Improving Attendance



National Improvement Framework

Placing the human rights and needs of every child and young person at the centre of education

How Good is our School? (HGIOS)

2.4 Personalised support

2.5 Family learning

2.7 Partnerships

Strategy

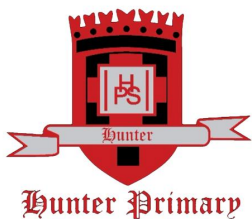
Over the past two school years, Head Teachers across the Caldergleng Learning Community have been working closely together to find the best ways to improve student attendance and punctuality. To ensure every child is fully supported, our primary, secondary, and additional support needs (ASN) schools are introducing a consistent, community-wide approach to tracking and encouraging good attendance. By sharing successful practices and working as a united team, we are committed to building a positive school culture, reliable systems, and daily habits that help every student arrive on time and get the most out of their education.

Progress and impact

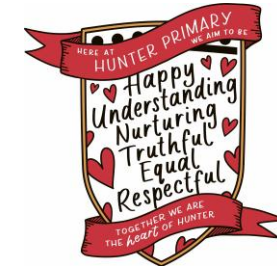
Our local primary schools within the Caldergleng Learning Community have been working closely together to analyse attendance data and find the best ways to support our families. We are pleased to share that overall student attendance is steadily improving, rising from 92.6% to 93.8%, though we are still working hard to get back to our pre-pandemic average of nearly 96%. Thanks to a strong school focus on student well-being and positive relationships, we have also seen a fantastic drop in school exclusions. To keep this positive momentum going, all schools in the community are launching a unified **Learning Community Attendance Strategy** for the upcoming session. This means you will see consistent updates, helpful visuals on social media, and structured support letters designed to help us work as a team to ensure every child arrives on time and gets the most out of their learning.

Next steps for session 2026-27

Our local school community is dedicated to helping every child attend school regularly and arrive on time. To achieve this, all schools are working together to consistently apply our new attendance strategy, using data to spot any attendance or lateness issues early so we can offer support right away. We are focusing closely on fairness, ensuring targeted help is in place for children with Additional Support Needs (ASN), Care Experienced learners, and families in our SIMD 1–2 communities. By strengthening early intervention starting in nursery and early primary, we aim to break down barriers to attendance by building stronger relationships with families. Through open communication, listening to student voices, and tracking what works best, we are committed to nurturing a positive, welcoming school culture where every child can thrive.



What are our 2026-27 School Improvement Priorities?



School Improvement Priority 1:

Raising attainment (Literacy):

Transform literacy outcomes by embedding our robust writing pedagogy across the whole curriculum, explicitly linked to a progressive Listening and Talking framework.

School Improvement Priority 2:

Raising attainment (Numeracy and maths):

Raise attainment in Numeracy and mathematics through embedding 'Fluid Groupings' application and VCPA teaching at all stages across the school which raises attainment.

School Improvement Priority 3:

Embed SLC Skills Framework in all classes through Skills Masterclasses and linking skills to learning and teaching.

School Improvement Priority 4 (Calderglenn Learning Community):

Attendance and Engagement/Formative Assessment/Transition planning

Other items:

- Continue to develop Play Pedagogy in Primary 1 and 2 and begin to introduce into Primary 3.
- Reading Schools accreditation to be continued.
- Continue Pupil Voice activities across the school ensuring all children have a voice.
- Outdoor learning/Play through active use of the new Loose Parts Play container.

Hunter Primary School



Hunter Primary

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