

Summarised inspection findings

Glebe Primary School

North Ayrshire Council

16 May 2023

Key contextual information

Glebe Primary School is situated in a residential area in the centre of Irvine. At the time of inspection, the roll was 300 pupils, organised across 12 classes. Placing requests account for around 50% of pupils. Almost 50% of the school community live within Scottish Index of Multiple Deprivation (SIMD) deciles 1 and 2. There is a significant number of children in the school who are bilingual. The headteacher took up post in March 2019. The deputy headteacher joined the school in January 2022. There are two principal teachers, one of whom is in an acting capacity through the use of Pupil Equity Funding.

1.3 Leadership of change

very good

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:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- All staff at Glebe Primary School provide a nurturing and inclusive learning environment. They ensure that all children feel safe, valued and encouraged to do their very best. The whole school community shows a relentless commitment to promoting the wellbeing of all. The school's vision of striving 'for excellence and equity for all learners through the school values of creativity, kindness, responsibility and respect' is a result of wide consultation, following the pandemic. The vision and values are relevant to, and shared by, all those connected with the school as a result. The school values are felt across all aspects of daily life and are central to the school's ethos. Children know the relevance of the values very well and talk confidently about how they show them in their interactions and experiences. All staff work very well together. They are a strong team, committed to improving outcomes for all children in line with the school's vision. Staff welcome opportunities to make a positive difference. They build supportive and extremely caring relationships with children. This ensures children learn and thrive in a calm, kind and purposeful environment.
- The outstanding leadership of the headteacher is a driving force for improvement across the school community. She shows strong, capable and caring leadership, steering the school through the challenges of the pandemic, whilst implementing significant change. She has motivated, energised and empowered all staff skilfully so that they initiate research-informed improvements confidently. For example, staff lead developments in the use of digital technology to extend children's learning and in supporting children's mental health and wellbeing. Staff know that their collective efforts have a positive impact on the lives of children and families. The headteacher is aspirational for each child ensuring that all staff maintain very high expectations for all children. She is supported ably by the deputy headteacher. The headteacher is proactive in seeking out opportunities for children to share their learning and develop further their confidence, both locally and nationally. For example, pupils take part in the Irvine Burns Club Poetry Recital and compete in North Ayrshire cross country running events. Children take part successfully in several national award schemes. Attractive learning walls showcase very well the impressive range of opportunities children have to develop their learning, skills and to achieve success. Children are ambitious in their plans for their future.

- All staff have a very strong understanding of their school's context and the social, economic and cultural factors which affect children and families. They maintain a keen awareness of the potential challenges arising from the cost of the school day and the current cost of living crisis. The headteacher, senior leaders and staff work very well with parents, partners and the wider community. Together, they find creative and sensitive ways to address any barriers faced by children and families. All staff are highly responsive to the changing needs of individuals and their local area. They have created a happy, welcoming learning environment which everyone feels part of and takes pride in. Senior leaders seek feedback from children and adults regularly. Their comments and ideas are captured on displays throughout the school. Senior leaders use this feedback well to inform plans and support continuous improvement.
- The headteacher and depute headteacher model very high standards of professionalism, commitment and care when working with children, staff and families. They provide highly-effective, strategic leadership and a clear sense of direction to secure the school's vision. They maintain a brisk pace of change, working closely with staff to ensure that expectations are manageable. Staff have a clear understanding of the strengths of the school and identify areas which require further development. There is a strong commitment to children's rights within the school. Pupil participation is evident in decision-making and change. For example, children lead a new house points system linked to school values and are involved in developing new policies.
- Staff access many learning opportunities which support their professional development and link clearly to improvement priorities. They engage with research and professional reading to improve pedagogy. All staff develop skilfully their use of strategies and interventions to support children's wellbeing and enable them to access learning successfully. This is having a significant impact on improving children's outcomes and supporting their progress across the curriculum. Senior leaders maintain a clear focus on monitoring the impact of professional learning on practice. They encourage teachers to refer to professional standards when reflecting on their practice. The headteacher has developed a whole-school culture of learning where everyone recognises they learn from mistakes. This helps all learners, including adults in the school community, to be resilient and develop the confidence to be more creative. Senior leaders have supported teachers well to develop their understanding of data in meeting the needs of all children. Teachers across the school use a wide range of data confidently to identify gaps in children's learning and plan appropriate interventions.
- The headteacher and depute headteacher have developed and implemented very effective systems and processes which provide a clear, accurate picture of overall school performance. Their approaches to quality assurance and self-evaluation are thorough, rigorous and robust. They seek the views of parents, children, staff and partners and use them very well to secure further improvement. They invite parents to be part of working groups to develop new policies. Senior leaders identify the need to continue to promote creativity across the school as they develop further consistently high-quality learning and teaching.
- The headteacher uses Pupil Equity Funding (PEF) well to enhance staffing and support nurturing approaches. This support helps children experiencing anxiety or social and emotional distress. She uses PEF effectively to provide targeted interventions in literacy and numeracy, refresh the school library and improve children's engagement in learning through effective use of a digital application. Senior leaders monitor carefully the impact of PEF interventions. They track children's progress within literacy, numeracy and health and wellbeing, with teachers, to evaluate the impact of interventions on outcomes for children. The approaches senior leaders take have a positive impact on the progress and achievement of children. The approaches help to reduce gaps in children's attainment, including for children whose socio-economic circumstances create barriers to learning.

2.3 Learning, teaching and assessment

very 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

- The positive ethos and culture are major strengths at Glebe Primary School. The school's vision and values are evident and underpin approaches to learning and teaching very effectively. All staff show a clear commitment to children's wellbeing and rights in their relationships with them. Almost all children take part enthusiastically in many aspects of wider school life. They contribute to the local community, with many opportunities to take responsibility, lead developments and influence change. They know adults in school seek, value and act on their opinions. Children are very proud of their school.
- The learning environment is calm and purposeful. Almost all children engage very well in their learning, showing a resilient, 'have a go' attitude. Teachers provide regular opportunities for children to work in pairs and small groups, within and across classes and stages. For example, older children are reading buddies for younger children. Class displays evidence children's high-quality work across the curriculum. In most classes, teachers use displays effectively to offer hints, tips and strategies to help children in their current learning. This supports children well to become independent learners. Most children explain confidently their thinking and the strategies they use. Staff should continue to develop consistent approaches and a shared language of learning across the whole school. Children enjoy opportunities to direct their own learning in line with their interests using 'think, puzzle and explore' strategies within interdisciplinary learning (IDL). These strategies promote curiosity and offer children the chance to lead their own learning. Teachers should build on these approaches to enable children to be more fully involved in planning and leading learning.
- Teachers plan tasks and activities to meet the needs of all children very well. Most lessons are well paced and provide appropriate levels of challenge. Most teachers use a wide range of questioning effectively to engage and extend learning. Almost all children feel that staff encourage them to do their best. Teachers, aided by skilled classroom assistants, ensure that children who require additional help in their learning, are supported very well. All children access their learning fully, as a result of well-planned differentiation, interventions and strategies. Senior leaders and staff should continue to develop approaches to learning and teaching which offer children greater opportunities for creativity and personalisation and choice. As planned, they should explore open spaces across the school and the outdoor environment more. This will develop further teachers' shared understanding and expectations of high-quality learning and teaching.
- In almost all lessons, teachers share the purpose of learning very well and provide clear instructions. In most lessons, teachers support children to create appropriate measures of success. In all classes, staff use a range of well-considered approaches to provide children with helpful feedback on their learning. In the majority of lessons, teachers use praise very well and share examples of good work to encourage and support all children's learning. As a result, most children talk confidently about their learning and what being successful looks like. Staff

should continue to develop consistency in their approaches to help children talk about their strengths and identify their next steps in learning. As planned, teachers should identify more clearly the skills children develop during learning. This will help all children develop a greater awareness of the relevance of these skills and make links with life beyond school.

- Children in P1 enjoy regular opportunities to engage in structured play. Staff are beginning to create learning spaces to improve further play-based learning opportunities. As planned, teachers should continue to develop further their shared understanding of play pedagogy, taking account of national guidance. This will help to ensure that learning is progressive and allows children increased opportunities to lead their learning, encouraging creativity and developing further independence.
- Teachers use digital technologies effectively across the school to engage and extend children's learning and develop their digital skills. At early level, children use simple programmable toys independently to consolidate their understanding of position and direction. Younger children take pictures to share their learning with parents via an online digital platform. Older children use digital technologies confidently. They use laptops and tablets to extend their research skills, showcase their learning and create tables and charts. Staff continue to develop creative approaches to using digital technology, despite challenges caused by connectivity issues.
- Senior leaders and staff have very effective approaches in place to support all children at times of transition. Staff share detailed and accurate data to support children's progress, as well as important pastoral information. This helps children settle quickly as they move through and on from the school. Teachers plan detailed support well for children who need extended transitions to meet their individual needs.
- Senior leaders have developed a clear assessment calendar to support teachers gather valid and reliable information on children's progress. All teachers use formative and summative assessments very well to extend children's learning and show the progress they make. They use assessment information very effectively to plan learning, with appropriate next steps for each child. Staff plan together, considering approaches to assessment at the same time. They use recently introduced curriculum skills frameworks linked to National Benchmarks, alongside their assessment evidence to support planning discussions. Teachers have shared expectations of the standards to be achieved by children in their learning. As planned, senior leaders and staff should continue to develop high quality assessment across the curriculum.
- Senior leaders and teachers have regular stage tracking meetings to discuss children's progress across year groups. Teachers analyse their robust assessment data effectively before tracking meetings. They discuss with senior leaders the impact of previously identified strategies and interventions on children's learning. Senior leaders have effective systems in place to show clearly children's progress over time. This includes children facing additional challenges in their learning. For example those who are young carers or children with English as an additional language. Children needing additional support or challenge receive well-timed interventions, such as the literacy and numeracy boost groups. Senior leaders and staff review regularly the impact of these interventions. This helps all staff recognise how well they are closing identified gaps in learning. These gaps are the result of the pandemic, socio-economic circumstances or additional support needs. Senior leaders and teachers should now develop approaches to tracking children's progress in all curriculum areas.

2.2 Curriculum: Learning pathways

- Senior leaders developed the Glebe curriculum rationale in partnership with staff, children, parents and partners, ensuring it is underpinned by the school values. Staff focus strongly on promoting wellbeing and developing skills for learning, life and work. The curriculum promotes a culture of ambition across the school and supports children to do their best and strive for success. All staff take very good account of the local and national context. The curriculum reflects well the school community and children's and families' backgrounds and experiences.
- Senior leaders have introduced skills-based pathways across all curriculum areas. These are supporting staff well to build on children's prior learning. The pathways are based on Curriculum for Excellence (CFE) experiences and outcomes and include opportunities for IDL. There is flexibility within the IDL pathways to offer personalisation and choice, and for children and staff to link learning to current events and special occasions. Children enjoy rich learning experiences across the four contexts of the curriculum.
- All children engage in high quality learning activities in art, celebrating Scottish culture as well as exploring children's place as global citizens. They experiment with different techniques and media to create their own masterpieces.
- Staff work very well with a small number of partners to support the delivery of the curriculum. For example, outdoor learning partners provide opportunities for children to engage creatively with loose parts and den building. These opportunities enhance learning and motivate children greatly to engage in the outdoors. Staff should continue to develop their use of outdoor learning, linking this to their plans for greater creativity in learning throughout the school. Staff should continue to develop children's understanding of their learning, their developing skills and the world of work, as they continue to develop the curriculum.
- All children receive a minimum of two hours of quality physical education each week. Children enjoy the range of progressive sporting and dance opportunities available. There is a wide range of clubs and activities available for all children, through which they develop physical and social skills. These experiences promote the importance of being active. All children, from early level onwards, learn French. Children in P5 to P7 learn Spanish. Staff use learning pathways to build children's language skills progressively. Children across the school use new languages confidently and are keen to practise pronunciation when greeting visitors.
- Teachers provide most children with regular opportunities to experience and learn to play musical instruments. Children in P4 are developing their skills in reading music as they learn to play the recorder. In P5, children are learning to follow drumbeats and explore rhythm. Children in P3 have opportunities to play the violin. Children who choose to further their musical interests, benefit from working with visiting brass and string musical instructors.

2.7 Partnerships: Impact on learners – parental engagement

- Senior leaders and staff have developed strong partnerships with parents. Senior leaders develop open and positive relationships with families, based on trust and mutual respect. They are fully committed to supporting all children and families. Almost all parents report that they feel their child is safe, respected and developing in confidence as a result of the nurturing approaches evident across the school. They recognise that the school offers an inclusive and supportive learning environment for children.
- Senior leaders are visible and approachable in the playground at the start of each day. Parents value these informal opportunities to check in or share information. Parents agree that they receive helpful communication from newsletters, social media, emails and texts. Staff consult parents regularly and invite them to provide feedback through surveys and whilst attending events in school.
- Staff use an online digital platform effectively to share information about children's learning with parents. The headteacher has put in place a clear calendar highlighting when, and in what form, staff should report children's progress to parents. Senior leaders provide increasing opportunities for parents to engage in events in school, post-pandemic. These include supporting trips, and attending workshops and parents' evenings. Parents value events that involve them in their child's learning. They would welcome more opportunities to engage with staff and learn more about how their child is learning and progressing.
- The Parent Council is an active and supportive body. Parents involved in this group feel well-informed and appreciate opportunities to offer suggestions and contribute ideas to the school's improvement agenda. They are committed to supporting staff to be able to offer children the best possible experiences. They work well with the school to reduce barriers for children and families.

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

excellent

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 school's wide range of supports is improving attainment and achievement very well for all children. This includes children who face barriers or challenges in their learning. The headteacher and depute headteacher share the school's highly-effective approaches with colleagues across North Ayrshire Council through their involvement in working groups and by delivering professional learning to others.
- The school's well-established approaches to developing staff, children's, parents' and partners' knowledge and understanding of wellbeing are exemplary. All staff develop skilfully, extensive approaches to support wellbeing, through carefully-planned, meaningful and evidence-based professional learning. These approaches include using restorative conversations and nurture, emotional check-ins, check-outs and developing growth mind sets. The whole staff team applies these approaches effectively to ensure that wellbeing and compassionate relationships lie at the heart of the school's work.
- The whole school community has a deep understanding of the worth of every child and their family. Children feel safe, cared for, listened to and respected by their school community, as a result. They speak knowledgeably about actions they can take to safeguard their own and others' wellbeing. Children understand what it means to be nurtured. They know how to nurture others through, for example, ensuring everyone feels welcome and has someone to play with. There is a strong sense of community across the school.
- Senior leaders and staff support all children very well through their positive, relationship-focused approach linked to the school values. Children achieve real and meaningful success in an aspirational environment, as a result. Children talk readily and confidently about the school's values and how they help them to focus on their learning and wellbeing. They can link the school's values to their rights. All staff maintain consistently high expectations, model very caring behaviours and use praise and reward regularly. Almost all children take individual and collective responsibility for their learning and achievements. This is evident in their positive attitudes to learning, high standards of behaviour, contributions to school improvement and warm interactions with their peers.
- Learner engagement is very high across the school and outcomes for children are improving continually. Children have a sense of empowerment and are very proud to attend the school, as a result of the exemplary ethos and inclusive culture. Children lead several aspects of wellbeing and often provide strong contributions to the wellbeing, learning and achievements of their peers. For example, the highly effective 'Wellbeing Warriors', the Junior Road Safety Officers and the lunchtime monitors. Trained 'Wellbeing Warriors' are developing emotional and social skills by supporting peers resolve difficulties in the playground. All children say 'Wellbeing Warriors' help break times become a more positive and friendly experience for all.

- All staff are fully committed to developing children's health and wellbeing through the skills-based curriculum. They demonstrate a deep commitment to get it right for every child. Staff use well-planned health and wellbeing pathways to ensure there is appropriate coverage of CFE experiences and outcomes across year groups and levels. As a result, children's experiences are broad, progressive and meaningful.
- The wellbeing indicators are very evident in classes across the school. Children have a very secure understanding of how the wellbeing indicators relate to their own lives. They discuss confidently their strengths in relation to each of the indicators. Children with barriers to learning use the wellbeing wheel very effectively to talk about their strengths and identify their needs.
- Almost all children say they feel safe, healthy, active, nurtured, achieving, responsible, respected and included. They feel they can share personal worries or concerns with a trusted adult in school. The headteacher works proactively with parents to improve children's timekeeping and attendance. She offers support and shares helpful information to improve children's wellbeing and learning further. School staff speak regularly with parents about specific issues to support individual children's health and wellbeing, and ongoing progress.
- The school fulfils all its statutory duties by following national advice, guidance and legislation. Senior leaders and staff are fully aware of their roles in relation to statutory duties. Senior leaders have clear procedures in place to identify any barriers to learning which individual children may face.
- There is an outstanding ethos of inclusion in Glebe Primary School. The headteacher and deputy headteacher value all children, staff and partners. They remind them regularly that they all have an important role to play in the life and work of the school and wider community. Parents are extremely positive about the impact of the school's approaches on their children's wellbeing and self-esteem. Partners working with the school to promote health and wellbeing, feel highly valued. They deliver high-quality support for the most vulnerable children and families, together with school staff and parents. This partnership working results in significantly improved outcomes for all children.
- All staff are trained in nurture principles. They apply these principles consistently to support all children. Children who experience barriers to their learning, such as poor self-esteem or anxiety, are supported and challenged very well by highly successful nurture approaches. This includes high-quality, planned sessions in the Rainbow Room. Those children who attend nurture groups increase their social skills, independence and confidence. They work with their peers on activities which strengthen their understanding of health and wellbeing. For example, learning to cook a healthy snack and improving social skills at snack time. They are supported to manage their emotions better and are more able to learn in class, as a result. Senior leaders share their exemplary approaches to nurture with colleagues from other schools.
- The headteacher ensures that the school provides an extremely nurturing environment for the whole school community. A breakfast basket is available every morning to ensure that no child starts the day feeling hungry. This provision is valued by all. Senior leaders ensure that all children can access support when they need it. Children and families talk positively about the help available with transport, trips, resources and school uniform. This highlights further the caring ethos of the school.
- Senior leaders and staff meet the needs of children who require additional support with their learning very well. The deputy headteacher leads improvements in approaches to meeting all learners' needs very well. All staff take part in regular, bespoke, high-quality training which has maximised and enriched the support available to children. Senior leaders track and monitor the

progress of children requiring additional support carefully, ensuring appropriate interventions are put in place as required. Senior leaders deploy highly-skilled classroom assistants effectively to help meet the needs of all children by providing well-planned support and challenge. Classroom assistants facilitate children's learning very well, both in and out with class, individually and in groups. The headteacher uses PEF to employ additional staff whose work promotes equity and helps to reduce the poverty-related attainment gap. Senior leaders maintain meticulous records, meeting regularly with staff, children, parents and partners to review children's progress and update targets accordingly.

- Children value the cultural and social diversity within their school. They are kind and show respect for others in their daily actions. Staff and children celebrate, share and encourage further this behaviour across the school community. Staff introduced kindness recognition slips to reward acts of kindness. Staff and children complete positivity postcards which are shared with parents. Children are motivated successfully by these approaches. Children access reading material about different religions and cultures from the well-stocked school library. Children have a key role in selecting texts which promote diversity. Teachers should continue to support children to learn about the wider set of protected characteristics. This will help them to expand their understanding of equality and diversity, and wider society beyond their local community.

3.2 Raising attainment and achievement

very 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 in literacy and numeracy is very good. Data provided by the school is based on teachers' professional judgements which reflect accurately children's progress and achievement. Children's attainment is greatly improved as a result of the school's approaches and interventions. Almost all children, including those who face barriers to learning, make very good progress from prior levels of attainment.

Literacy and English

- Across the school, attainment in literacy and English is very good. Most children attain expected levels, making very good progress in reading and listening and talking, and good progress in writing. Staff have planned effective interventions and strategies to close gaps in learning resulting from the COVID-19 pandemic.

Listening and talking

- Overall, children's progress in listening and talking is very good. Almost all children talk confidently, expressing ideas and opinions readily. At early level, almost all children listen well to others' points of view and opinions about class learning. They should continue to develop further their skills in listening and talking through play. At first level, children develop note-taking skills well. They show respect for others' opinions during discussion. At second level, almost all children talk with confidence and maturity when discussing learning with peers, staff and visitors. They apply talking and listening skills well across the curriculum.

Reading

- Overall, children are making very good progress in reading. The school has developed a positive reading culture with most children talking enthusiastically about their favourite authors and texts. At early level, almost all children build their knowledge of sounds, letter patterns and common words effectively. Most children working at first level read with expression and summarise the main ideas of a text. At second level almost all children explain their preferences for particular genres and authors. They read confidently, using clues in the text to help them understand new and unfamiliar vocabulary. They apply their reading skills well to support understanding in other areas of the curriculum.

Writing

- Overall, children are making good progress in writing. Across the school, most children write for different purposes, in different contexts. They respond positively to a range of stimuli to support their ideas and writing skills. The majority of children at early level use capital letters and full stops accurately to punctuate sentences. They use adjectives well to add detail to their writing. They would benefit from writing independently more often. At first level, most children write reports and letters using the relevant features of these texts effectively. They develop their vocabulary well to make their writing more interesting. At second level, most children

create letters, posters and leaflets successfully to convey information well. At all levels, children would benefit from having more choice about what they write.

Numeracy and mathematics

- Overall, attainment is very good progress in numeracy and mathematics. A few children are working beyond expected levels of attainment. Staff foster successfully a love of numeracy and mathematics and encourage a 'can-do' attitude to problem solving. Across the school, children learn regularly across all organisers within numeracy and mathematics. All children would benefit from increased opportunities to apply their learning across other areas of the curriculum and in real-life contexts.

Number, money and measure

- At early level, almost all children are developing their understanding of numbers to 10 well. They recognise successfully o'clock times on an analogue clock face. They are becoming more confident naming the days of the week. They are less confident when remembering the months of the year. At first and second level, most children show mental agility and describe different strategies to calculate number problems well. At first level, almost all children work confidently with three-digit numbers. They are developing confidence when learning times tables. At second level, almost all children express fractions in their simplest form and use them to calculate simple quantities accurately. They need practice solving more complex calculations with percentages and decimal fractions.

Shape, position and movement

- Almost all children work successfully with two-dimensional shapes and three-dimensional objects at a level appropriate to their age and stage. At early level, most children explore simple line symmetry and use positional language confidently. At first level, most children use effectively informal methods to describe and compare the size of angles in relation to a right angle. At second level, most children use the correct mathematical language to describe angles and identify three-dimensional objects from their nets. Children at all levels should continue to develop their use of programmable devices and technology to explore position and movement.

Information handling

- At early level, most children sort items correctly according to shape, size and colour. They find information from simple charts. Across first and second level, most children develop their skills using graphs, tables, tally marks and pie charts to present and interpret information. Most children organise and present data accurately in a variety of ways, including using digital technology. Across all levels, children should apply their learning to real-life contexts more often.

Attainment over time

- Senior leaders and staff use data well to track children's progress and attainment over time. Children's levels of attainment dropped during the COVID-19 pandemic. Staff have implemented targeted interventions and a wide range of strategies to close identified gaps effectively. Accurate data shows that children's attainment has returned to pre-pandemic levels and in most areas, now exceeds previous levels of attainment.

Overall quality of learner's achievements

- Children enjoy achieving and sharing their successes in many different areas within the school. They frequently organise and run events and clubs for their peers. Children develop entrepreneurial skills, by setting up small business enterprises. They regularly participate in sporting and musical events beyond the school, developing performance skills, confidence and sportsmanship. Senior leaders track this information well to identify children who are at risk of

missing out. They offer experiences so that all children have the chance to become confident, responsible, successful individuals who make important contributions to the life and work of the school. Senior leaders and staff should continue with plans to support children to identify the attributes and skills they develop by taking part in these activities. This will support children further to link their learning to real-life contexts.

Equity for all learners

- Staff know children and families extremely well and have a firm understanding of any challenges they face, including through socio-economic disadvantage. All staff promote equity across the school, ensuring children have the tools and resources they need to take part fully in all learning experiences. They are acutely aware of the implications of the cost of the school day and are sensitive towards the financial pressures on families. The school's uniform and clothing bank is a helpful support to many parents and promotes sustainability. The headteacher uses PEF very well to employ additional staff to provide effective support through targeted interventions for identified children. Senior leaders have extremely robust systems in place to monitor the impact of targeted approaches and ensure they are having a positive impact on children's progress. As a result, the school successfully closes gaps in learning for its most vulnerable children.

Practice worth sharing more widely

- The outstanding ethos of inclusion and nurture, which is improving the wellbeing and learning experiences of all children. Central to this, is the highly effective teamwork and positive relationships between senior leaders, school staff, pupils, parents and partners.
- The school's inclusive practice is exceptional. All staff work regularly, and very effectively, with parents and partners to plan learning and experiences for children which meet their additional needs. A key feature of this is the highly effective professional learning the whole staff team undertakes. Learning about the purpose of interventions and resources has resulted in a deep knowledge of meeting children's' needs. The headteacher and depute headteacher meet regularly with class teachers and support staff to discuss the progress children are making. Together, they design and implement bespoke interventions for individual children. As a result, staff meet the needs of all children very well. Post intervention assessments and discussions indicate that their support is having a positive impact in accelerating individual children's progress and is closing gaps in their learning successfully.
- The whole school approach to nurture is having a very positive impact on improving the emotional wellbeing of all children. The highly effective nurture teacher provides enhanced wellbeing support for individual children through well-planned interventions and nurture-focused activities. All staff receive high-quality training in nurture principles. This is leading to best practice in the use of restorative and nurturing approaches across the school. All staff have high expectations of themselves and children and this contributes strongly to a climate of shared values and ambition, resulting in improved outcomes for all children.
- The skilful use of PEF to enhance staffing and provide quality, bespoke professional learning to all staff is a key feature of the school. This is instrumental to the staff's success in raising attainment and closing gaps in learning for all children, including those related to poverty.

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.