Summarised inspection findings

Kirkcaldy West Primary School

Fife Council

17 December 2024

Key contextual information

Kirkcaldy West Primary School is a non-denominational primary school situated in the town of Kirkcaldy, Fife. At the time of inspection, there were 394 children on the school roll across 14 classes. The majority of children live in Scottish Index of Multiple Deprivation (SIMD) deciles one and two. Around 35% of children have additional support needs or require more help to make progress in their learning. Around 29% of children have English as an additional language (EAL). There are 17 different languages spoken across the school by children. A significant number of children join, and leave, the school population each year. In session 2022/23, attendance (89.4%) was below the national average (90.2%). There were two exclusions last session.

The headteacher was appointed in August 2021. She is supported by four depute headteachers. One of the depute headteachers is funded through the use of the Pupil Equity Fund (PEF). Although not class committed, she is timetabled significantly across classes as part of the school's focus on accelerated progress and improving attendance. At the time of the inspection, one depute headteacher post was vacant. Recruitment for the vacant post is in progress.

Kirkcaldy West Primary School nursery class was inspected by the Care Inspectorate within the past 18 months, therefore, the local authority and headteacher had the option to include the nursery class as part of this inspection. We have agreed with the local authority and school that the nursery class is not part of this inspection. The findings set out below are for the primary school stages.

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

■ The highly-effective headteacher is dedicated to supporting the school community and is very well-regarded by staff, children, parents and partners. She is ambitious and relentless in her aim for all children to achieve their best. She is leading and managing the direction and pace of change very successfully, supported well by the senior leadership team. Together, their enthusiasm and determination motivate and empower staff and the wider community to improve outcomes for children.

■ All staff embed skilfully the school values in the work and life of the school. The values of knowledge, wellbeing, perseverance, success and respect are strongly evident in all classes. Children learn successfully the behaviours that demonstrate the values through a simple and easily understood 'West Way' visual. The headteacher recently led a review of the school's vision and values with all children, parents, partners and staff. This robust review ensured that the school's values remain relevant and meet the needs of the school community.

■ The headteacher has a clear, strategic vision for school improvement and a well-informed rationale for change. She has created a strong culture of collaboration where staff work very well together, taking individual and collective responsibility for school improvement. For

example, a few teachers have supported staff within the school and across the learning community to increase their digital skills. The subsequent impact on learning and teaching approaches is helping to improve children's engagement in their learning.

- Children talk very positively about school groups such as the eco-committee, digital leaders and pupil council. They recognise the positive impact the groups are having on improving their school. Almost all children in P6 and P7 take responsibility for aspects of school life. For example, the digital group contributed strongly to last year's school improvement plan. They supported staff and children across the school to increase their digital skills. Going forwards, staff should extend further leadership opportunities for younger pupils.

- The headteacher supports staff very well to develop a shared understanding of the school's strengths and areas for improvement using robust self-evaluation. Senior leaders gather children, parents and staff's views systematically. They use data and quality assurance information successfully to inform improvement priorities. Senior leaders and staff gather evidence to track the impact of improvements and inform next steps.

- The headteacher has recently reinstated working parties to deliver aspects of the school improvement plan. Groups of staff create action plans to support improvements that will impact positively on children's learning experiences. For example, staff worked together to develop their approaches to teaching writing. This is beginning to have a positive impact on children's attainment in writing. Senior leaders should proceed with plans to support working parties strategically to maximise the pace of improvement.

- Senior leaders monitor the work of the school very effectively. They have created a robust and manageable quality assurance calendar. Senior leaders sample children's work, gather the views of learners and observe learning experiences across the school. Teachers value the role of quality assurance activities in developing further improvements in learning and teaching.

- Teachers and support staff undertake a range of training and additional qualifications. This is contributing positively to improving outcomes for children. Senior leaders signpost staff to relevant additional professional learning. Staff value the quality and relevance of professional learning opportunities. These opportunities link clearly to improvement priorities. A few teachers undertake post-graduate learning and have shared their knowledge with staff. This results in staff adapting children's social and physical spaces to create an inclusive learning environment for all children. Support staff undertake regular training to deliver planned interventions. This includes effective use of technology to support writing. These interventions support children well to progress in their learning.

- All staff are aware of the school's social, economic and cultural context. The headteacher is focussed on meeting the needs of the whole school community. Senior leaders worked in partnership with the school community to create a 'Cost of the School Day' statement. This ensures that family circumstances are not barriers to participation in the life of the school. The headteacher has successfully instigated and secured a highly effective partnership with a local charity to develop family learning. This partnership is supporting parents well to build positive parenting and wellbeing strategies.

- The headteacher ensures that staff, parents and children are actively involved in determining how they use PEF. The headteacher is using PEF appropriately to employ additional staffing including a depute headteacher and support staff. Remaining funds are used to purchase resources. Additional staffing and resources are helping to improve children's attainment, attendance and wellbeing. These supports provide targeted intervention in literacy, numeracy and wellbeing. Senior leaders track targeted interventions and evaluate the impact for individual children. They should continue to use data to measure better how well they are

closing the poverty-related attainment gap. This includes continuing to analysis the data for groups and cohorts of learners. This robust analysis of data will help inform future PEF planning.

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 work well together as a team to create a very positive and nurturing learning environment for all children. Children are polite, friendly and very proud of their school. Almost all children across the school display consistent and high standards of positive behaviour. All staff have clear expectations of children's behaviour and make effective use of the house system to recognise and encourage positive relationships. Staff respond to and support any children who present with low level disruptive behaviours using positive approaches to help children focus on their learning. Staff have developed their understanding of nurturing approaches, attachment, de-escalation and trauma based on research and training from local authority partners. As a result, all staff share a collective and proactive commitment to promoting respectful relationships, positive behaviour and children's readiness to learn.

■ Across the school, staff use rights-based approaches and well-established school values successfully to underpin children's learning experiences. Most children are motivated and engaged in their learning. Almost all children are enthusiastic, eager to learn and settle quickly to learning activities. Most children work together successfully in small groups, as well as individually or in pairs. All teachers should now plan for children to take a greater role in leading their own learning.

■ Teachers have worked together to develop a shared approach to learning, teaching and assessment. Most teachers use the approach well during lessons. This includes identifying the purpose of learning and what children need to do to achieve success. In around half of the lessons, children co-create their steps to success effectively with their teacher. In most lessons, teachers refer to what children are learning and how they can be successful. This allows children to reflect on their progress and assess their own learning. Going forward, teachers should develop further a shared understanding of how to identify children's steps to success. This should support all children to be more confident when considering how they can be successful in their learning. In most lessons, teachers discuss appropriately with children the skills for work they are developing. This supports children well to make clear links with their learning in school and the world of work.

■ Staff use a variety of learning environments successfully, including planned regular use of outdoor spaces and the local community to enrich children's learning. Most classrooms are calm and well organised, allowing purposeful learning to take place. Staff support children well to celebrate their work and display their achievements effectively. Most teachers ensure that appropriate resources are available for children to support them with their learning. This includes concrete materials and helpful learning strategies that they display within the classrooms. Most children can discuss how different strategies support them to find solutions and become more independent in their learning. Almost all teachers have established clear

routines. Staff manage transitions between activities well in most lessons. This is having a positive impact on children's engagement and behaviour.

■ Teachers are implementing play pedagogy very effectively in P1. They successfully match learning experiences to children's age and stage of development and support children's learning through exploration and investigation. Teachers use space effectively to motivate children and to encourage play and positive interactions. Teachers observe children closely during play sessions to identify progress and next steps in learning. They plan learning, which takes very good account of children's interests. Children are highly motivated and interact well during teacher-led and child-led activities. Children at the early stages are taking increasing responsibility and becoming more independent in their learning. As a next step, all staff should continue to develop their understanding of play pedagogy as they extend their play offer across the school. This will support progressive experiences at all levels.

■ Most teachers use a range of digital tools and resources effectively to enhance and support learning across the curriculum. For example, children use programmable toys to explore positional language. They use talking mats to support correct pronunciation when they are learning new languages. Children are developing their ability to research, design and create digital content. They use devices independently to access, record and share aspects of their work using apps, online platforms and websites. A few children make regular use of accessibility tools to aid their writing. This supports children's independence and motivation.

■ In the majority of lessons, the pace of learning is appropriate. However, in a minority lessons, the pace is too slow, and lessons are too teacher led. This is leading to a few children becoming disengaged. In the majority of lessons, teachers provide learning which offers appropriate challenge for most learners. Senior leaders should support further teachers to plan learning, that provides appropriate pace and challenge for all children.

■ Almost all teachers provide clear instructions and explanations. In almost all lessons, teachers use effective questioning to ensure children's understanding. A minority of teachers use questioning to promote curiosity and develop children's higher-order thinking skills. Most teachers provide helpful feedback, including regular verbal and written feedback. This is supporting children to understand their next steps in learning.

■ All teachers set termly targets for literacy, numeracy and health and wellbeing along with children. This is working well to provide almost all children with opportunities to discuss their strengths and next steps during regular learning conversations. As a result, children are focused on what they need to do to improve their learning.

■ Senior leaders have introduced a whole-school assessment calendar. Teachers use a range of high-quality assessments, to gather evidence and enable children to demonstrate their knowledge, understanding, skills and capabilities. Teachers use summative standardised assessments, including National Standardised Assessments (NSAs) to inform their judgements on children's progress and attainment. Most teachers use formative assessment strategies well to check children's understanding during lessons. Senior leaders should support further all teachers to make more effective use of assessment data to inform their planning. This will help teachers to build on children's prior knowledge and extend their learning.

■ All teachers engage in moderation activities, for assessing literacy and numeracy, within the school and with colleagues from other schools. This enables them to have a shared understanding of standards and supports them to make reliable and robust professional judgements. The headteacher has rightly identified the need to extend this work across other areas of the curriculum. This should strengthen further teachers' understanding of national

Benchmarks and the accuracy of judgements about children's progress and attainment across all areas of the curriculum.

■ All teachers plan collaboratively with their stage partners across different timescales in all areas of the curriculum using local authority progression pathways. They link these to the experiences and outcomes of Curriculum for Excellence (CfE) and national Benchmarks. Teachers take account of children's views when planning learning across a variety of contexts. Children share with teachers what they already know and what they want to know more about at the start of each topic. This is increasing children's motivation and engagement with their learning. Teachers should review their approaches to ensure that assessment is integral to the planning process. This will support them to plan appropriate learning experiences matched to the needs of groups and individuals.

■ Senior leaders and teachers monitor and track children's progress and attainment in numeracy and literacy. Senior leaders meet with teachers termly for tracking meetings. They discuss the progress of individual children in literacy and numeracy and make predictions of children's projected levels of attainment. Senior leaders and teachers plan targeted interventions well to raise attainment for identified children. Staff should review interventions more regularly to ensure they are accelerating children's progress.

2.2 Curriculum: Learning pathways

■ Teachers use Fife Council's progression pathways for all curriculum areas. These take account of CfE experiences and outcomes and national Benchmarks and help teachers to plan learning across the curriculum. Senior leaders, in partnership with children, parents and staff have developed a curriculum rationale that supports every aspect of children's planned learning experiences. This rationale underpins learning across the school. Teachers use learning pathways to plan collaboratively across curricular areas. They bundle CfE experiences and outcomes together to create relevant and meaningful areas of study. Teachers ensure learning pathways allow for flexibility, reflect the needs and interests of children and make strong links to the unique context within the local community.

■ Staff recognise the importance of outdoor and play-based approaches to engage children in their learning. All children benefit from planned outdoor learning every week where they develop many skills. For example, children build dens, make fires and explore numeracy concepts through the natural environment. These opportunities enhance learning and motivate children greatly to engage in their learning. As planned, staff should develop a progressive outdoor learning plan which supports the development of skills such as problem solving, independence and resilience.

■ All staff develop effectively children's skills for learning, life and work. Children benefit from a range of creative experiences and leadership opportunities, such as P7 children planning and organising the school's talent show. Teachers use language effectively to develop children's understanding of the skills they are developing such as leadership, communication and creativity. Staff work in partnership with other partners, agencies and companies to provide opportunities to develop children' skills for life, learning and work. These include the local church, St Andrew's University, Active Schools and the local football club. Children gain a greater understanding and awareness of the world of work, as a result.

■ All children receive their entitlement to two hours of physical education a week. Teachers use the local authority progression pathway for physical education to support planning and progression in learning experiences.

■ Children across all stages learn Spanish, with teachers introducing older children to French. Children learn about language and culture as a part of a progressive pathway in modern languages.

■ Children receive their entitlement to religious education. Across the school, children experience a progressive learning pathway in religious education. This is supporting children in developing their knowledge and understanding of Christianity and world religions alongside their own beliefs and values. Children participate in religious observance through attending services across the school year at the local church.

■ The school library provides children with opportunities to develop their reading for enjoyment and reading skills. It is well stocked with a range of fiction and non-fiction texts. Classes are timetabled to visit the library each week and children enjoy borrowing books to read in class and at home.

2.7 Partnerships: Impact on learners – parental engagement

- The headteacher and staff have positive relationships with parents/carers based on mutual respect and trust. Almost all parents/carers agree that their child likes being at school. Parents/carers speak positively about the effective arrangements in place to support children when they join the school.

- Staff use strategies, such as school newsletters, translated letters and digital platforms to share information with parents/carers. Senior leaders consult with parents/carers regularly and invite them to provide feedback through surveys. Senior leaders use their views well to inform improvement.

- Parents/carers enjoy activities where they can learn together with their child. Staff and local partners successfully co-deliver a range of evidence-based family learning programmes. This includes early literacy at home, family time, therapeutic art and budget support and advice.

- Most parents/carers feel that their child is making good progress. Parents/carers receive information about what their child is learning in a variety of ways. Teachers provide information about their child's learning during review meetings and end of session reports. Examples of children's learning are shared through their personal learning journals. A few parents/carers would like more information about how their child's progress is assessed.

- The Parent Council represent parents/carers effectively at regular meetings with the headteacher and senior leaders. The headteacher consults with the Parent Council on improvement priorities and other important decisions, such as the use of the school's allocation of PEF. The Parent Council provides funding for resources and activities which support and enhance learning experiences. All children benefit from experiences, such as, trips and events being fully funded so that cost is not a barrier.

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	very 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

■ Staff across the school are nurturing, patient and respectful. They include children well in all aspects of the life of the school. Almost all children show patience and care towards other children, including to those who react or behave in a different way to themselves. Children discuss how they celebrate their differences and similarities. They are proud of, and enthusiastic about the many languages spoken by children at the school. Most children have an appropriate understanding of individual differences, such as neurodivergence, and can identify and describe how emotions affect themselves and others. Children learn from staff example, to respect and include others in a supportive way.

■ All staff work to improve children's wellbeing using a diverse range of successful approaches. They have developed a suitable health and wellbeing curriculum using progressive pathways to address pertinent issues, which are relevant to children's lives. For example, staff identified the need to focus on promoting positive relationships with the local Fire and Rescue Service. Local firefighters visited the school and delivered sessions on fire safety. This helps children to understand the ways the fire service protects the community and supports children to build positive regard and respect for firefighters.

■ All teachers promote a shared understanding throughout the school community of the wellbeing indicators. They use lessons and assemblies to share effectively ways that children can stay safe, healthy, active, and be responsible. Almost all children know who they can speak to if they are worried or have a problem. They articulate meaningful ways that staff help them to overcome any challenges or concerns. Children are developing appropriate skills and knowledge to keep themselves safe in a variety of situations, including in the community and online.

■ Senior leaders have implemented effective wellbeing surveys. Children use the surveys to articulate their feelings well on matters related to their health and their wellbeing. Senior leaders use this information effectively to plan relevant topics to explore across the school. Staff have a clear understanding of which aspects of wellbeing they should prioritise. They use data effectively to identify individual children who may require personalised support through interventions delivered in school or by partners. As a result, children and their families access the right support when they need it most. Senior leaders track children's wellbeing over time effectively. Using their 'interventions toolkit', they can demonstrate how interventions support improvements in children's wellbeing and learning.

■ Staff across the school share widely their expectations about behaviour and respectful language with children and families. Senior leaders issue the relationships and behaviour policy to families at the beginning of each school year. Children and parents read about the ways which children, staff and families can support positive relationships in the school. Most

children and almost all parents agree that the school deals well with bullying. Senior leaders issue the anti-bullying policy to all families. This details the steps staff take to prevent occurrences of bullying. Senior leaders should continue to work with the school community to ensure an ongoing shared understanding of school policies which promote positive behaviour.

■ All staff have a strong commitment to building positive relationships with children and families. They understand the importance of helping children to regulate their emotions, ensuring that they can empathise and relate to children in their care. All staff take a calm approach to supporting positive behaviour. This results in a highly supportive environment, where children are improving how they manage their feelings, relationships and responses to stress.

■ There is a family-support service base within the school, where families access well-received group work and individual emotional and practical support. For example, children access effective creative, therapeutic interventions, such as play-based skills interventions, and art therapy sessions. All children across the school learn strategies to help them stay calm and cope with stress. These include breathwork sessions during assembly, yoga and learning about emotional literacy. These interventions are helping children to manage their emotions effectively and be ready to learn.

■ Children and families who require additional support access a range of practical, helpful interventions. Staff plan and design these interventions with partners, to improve outcomes for children. There is a clear strategy in place to identify children and families who may require additional support. Staff work well with partners such as educational psychologists, social workers and specialist teachers of EAL. A few children who are developing their English require further additional support to participate fully in lessons.

■ Staff use a range of documents effectively to plan support for children, for example a child may have a Child's Plans (CP), a Summary of Support, an EAL Profile, a Communication Passport or other specified plans. Staff compile these documents in conjunction with parents, staff and partners. Staff review plans at least once per term. Identified children have a CP which outlines their planned positive outcomes, alongside the strategies and resources to help children achieve these. All children requiring additional support have a Summary of Support planning document which outlines any barriers to learning which they may encounter. This provides a succinct overview of suggestions for staff to use help each child succeed during lessons. For a few children, there are several levels of planning, which can result in reduced clarity over the strategies which best support children. Reviewing and streamlining documentation should minimise administration surrounding planning for additional support and increase access to crucial information. Senior leaders should record consistently parent and children's views, this will support a more robust approach to consulting with parents in reviewing children's plans.

■ Children for whom English is an additional language have a language profile. This tracks well their progress in the acquisition of the English language. Overall, most children with English as an additional language are making very good progress as a result.

■ Most children who require additional support in their learning have appropriate targets set to help them make progress. Most children who require additional support for learning are making good progress. A few children, who require additional support, make slower progress because they are absent from school too often. Staff are addressing these absences, using school policy and practice effectively to support their attendance. This is having a positive impact for identified children.

- A few children access effective and responsive interventions, such as the sensory circuits resource. While these interventions support children's needs very well, it is important that staff carefully record and evaluate the duration and effectiveness of these sessions. This will help to ensure that children continue to receive the appropriate balance of challenge and support.

- All staff understand their statutory duties, including those identified in the United Nation Convention on the Right of the Child. They understand how to protect children and meet their needs effectively. All staff engage in appropriate professional learning, including child protection training, de-escalation techniques and understanding attachment theory. They understand well how a child's past trauma can have a lasting impact on their emotions, behaviour and learning. They follow local policies and national guidance on child protection and safeguarding. They work well together to ensure that children understand their rights and are respectful of others' rights.

- Children learn about world religions and observe a variety of important religious festivals across Christianity and other faiths. They celebrate diversity through exploring other cultures and languages. Children access texts in class libraries, which feature stories and characters from a diverse range of backgrounds. They have a growing understanding of equality and inclusion as they learn about other faiths and cultures, their history and the school's commitment to children's rights.

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, children's attainment in literacy and English and numeracy and mathematics is good. At early level, most children are achieving CfE national levels in listening and talking, reading, writing and numeracy. At first level, the majority of children are achieving CfE national levels in listening and talking, reading, writing and numeracy. At second level, most children are achieving CfE national levels in listening and talking, reading and numeracy. The majority are achieving CfE national levels in writing. Across the school, a few children would benefit from further challenge in their learning. This would ensure all children make the best possible progress in literacy and numeracy.

- Whole-school attainment data is impacted by the constantly changing school roll and the number of children requiring additional support, including those new to English. Overall, most children make good progress from their prior levels of attainment.

- Most children who require additional support with learning, including children with EAL, make progress from prior levels of attainment.

Literacy and English

- Overall, children's progress and attainment in literacy in English is good.

Listening and talking

- Across the school, children listen well to their teachers and follow instructions. A few children become disengaged when listening as a whole class. Children who have recently achieved early level listen to each other respectfully as they play and learn in small groups. Children who have recently achieved first level apply verbal and non-verbal techniques appropriately when engaging with others, such as eye contact, vocabulary and body language. Children who are working towards second level build on the contributions of others well. Children across the school should develop further their listening and talking skills through a planned, structured approach, such as solo talks and presentations.

Reading

- Children who have recently achieved early level retell familiar stories well. They predict confidently what will happen next. Children who have recently achieved first level are confident when reading aloud. They are less confident in identifying the features of non-fiction texts. Children working towards second level talk about their preferences for particular texts and authors. They are less confident when reading aloud. Across the school, children would benefit from developing further their reading fluency.

Writing

■ All children write regularly across a range of genres. Children who have recently achieved early level use their knowledge of letters and sounds confidently to spell familiar words. A few are able to spell unfamiliar words accurately. Children who have recently achieved first level plan and organise ideas and information using appropriate formats. They link successfully sentences using common conjunctions. Children working towards second level attempt to engage and influence the reader through vocabulary and use of language as appropriate to the genre. They make effective use of digital tools to support them to create texts. Across the school, children should revisit their writing to edit and improve their work based on feedback given. Children would benefit from further focus on presentation and handwriting. Children at first and second level would benefit from regular spelling practice to increase their accuracy in extended writing.

Numeracy and mathematics

■ Overall, children's progress and attainment in numeracy and mathematics is good.

Number, money and measure

■ Across the school, children have a strong understanding of place value. Children who have recently achieved early level add and subtract confidently within 20. They are less confident telling the time using analogue clock. Children who have recently achieved first level solve addition and subtraction problems with three-digit whole numbers successfully. They recognise and use appropriate standard units of measure. Children who are working towards second level understand rounding within 100,000 well. They use their number skills with confidence to explore budgeting. At first and second level, children need to increase their knowledge of multiplication and division to enable them to solve problems confidently.

Shape, position and movement

■ Children who have recently achieved early level confidently name and identify the properties of two-dimensional shapes and three-dimensional objects. Children who have recently achieved first level demonstrate well their understanding of positional language associated with direction and turning. Children working towards second level calculate the perimeter of simple shapes well. They need to consolidate their understanding of area and nets.

Information handling

■ Children at all levels can interpret a range of data. They ask and answer relevant questions about data appropriate to their age and stage. Children who have recently achieved early level accurately match and sort items according to a range of properties. At first and second level, children identify suitable methods of collecting information. At all stages, children would benefit from using digital technology to record and display information.

Attainment over time

■ Attainment in literacy and numeracy at P1, P4 and P7 decreased post-pandemic. Attainment at P1 is now exceeding pre-pandemic levels. Attainment figures in P4 and P7 fluctuate over time due to ongoing changes in the school roll. Overall, children make good progress as they move through the school.

■ Senior leaders collate and analyse data on children's attainment over time. They use this data to inform whole school improvement. For example, the implementation of whole school changes to writing pedagogy. This is leading to improvements in children's writing skills. Senior leaders use data to plan targeted interventions for individual children when they are not making expected progress. This includes the support for learning team and the local authority raise attainment teachers. They deliver targeted literacy and numeracy interventions for children working at first and second level. Most children receiving these targeted interventions have

made good progress from previous levels of understanding. Senior leaders and teachers should continue to focus relentlessly on children's attainment and progress across the school. This is to ensure all children make the best possible progress in their learning.

- As planned, senior leaders and teachers should continue to improve approaches to tracking children's progress across all curricular areas.

Attendance

- School attendance has been below the national average for the last three years. Since session 2021/22, there has been incremental progress towards improving attendance. It has not yet returned to pre-pandemic levels. For a few children, low attendance levels have a negative impact on their progress in learning and attainment. Staff are fully aware of the importance of children attending school regularly and the positive impact this has on children's wellbeing and progress. Senior leaders have allocated PEF funding for an acting depute headteacher to lead on improving attendance. They identified a trend in reduced attendance of children who require additional support in their learning including children with EAL. This included a few children who have persistent absence of 10% or more. Staff provide targeted interventions to help improve children's attendance. For example, attendance meetings with parents/carers, family access to an interpreter and children attending the breakfast club. These interventions are helping to improve the attendance of individual children. Senior leaders should continue to prioritise addressing low attendance. They should continue to identify and monitor patterns of low attendance. This will help them to target interventions where they are needed most and raise further children's levels of attendance.

Overall quality of learners' achievements

- Children's achievements, both in school and at home are celebrated across the school through school displays, assemblies and the use of social media. Children proudly represent their school and achieve success at local authority sports festivals and competitions. The school's wider achievement programme is providing children opportunities to link their achievements to the school values. This is supporting children to identify confidently their strengths and recognise their successes.

- There are a range of roles within the school which are supporting children to develop the four capacities. These include opportunities such as house captains, play leaders and participation in the sports committee. As a result, children influence positive changes within their school and develop skills such as leadership and creativity. Older children speak enthusiastically about leadership responsibilities such as lunchtime duties and supporting younger children at key transition points. Children are strengthening well their confidence and responsibility, as a result.

- Children participate in a wide range of clubs and activities within and outwith school including musical theatre, karate, tennis, netball and baton twirling. These are supporting children to develop their resilience and teamwork skills. Effective partnerships provide additional sporting experiences for identified children to increase their engagement and motivation in learning.

- Senior leaders identify and track children's personal participation in clubs and activities and achievements both in and out of school. They use this data appropriately to identify children who are at risk of missing out. Senior leaders remove any barriers preventing children's engagement, for example, sourcing bikes to ensure that all senior children can participate in cycle proficiency.

Equity for all learners

■ All staff have a very good understanding of the socio-economic background of children and of challenges affecting the school community. Staff work in partnership with the Parent Council to minimise financial constraints that may prevent any children from taking part in opportunities for learning and achievement. They provide free clubs, school trips and clothing. They work with partners to support children and families facing financial hardship. As a result, families and children have benefitted from a range of support and opportunities for personal achievement.

■ The headteacher uses PEF to fund additional teaching staff and pupil support staff to provide enhanced literacy and numeracy support for children. There are signs that these targeted interventions are having a positive impact on reducing gaps in children's learning. Senior leaders should continue to monitor regularly the progress of identified children including improvements in children's attendance. This will help ensure interventions are contributing to accelerating progress towards closing the poverty-related attainment gap.

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.