Summarised inspection findings

Airyhall School and Nursery Class

Aberdeen City Council

5 November 2024

Key contextual information

Airyhall School is a large non-denominational primary school located in the west end of Aberdeen and is a member of the Hazlehead Academy Association Schools Group (ASG). The building was opened in 2009 and benefits from large playgrounds, a multisport pitch and natural areas including a growing area.

The school roll is currently 375 children organised across 14 classes. An established headteacher and two depute headteachers lead the school.

In February 2023, a few P6–P7 children were registered for free school meals. Most children live in quintile five of the Scottish Index of Multiple Deprivation. A few children live in quintiles three and four. Eighteen per cent of children have English as an additional language.

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 headteacher, staff, parents and children review the school's vision, values and aims annually. This ensures that they continue to reflect the community's shared aspirations for children. Children and staff demonstrate very well the values of 'ambitious, supportive, positivity, integrity, resilience, empathy and sustainability' (ASPIRES) in their interactions with each other. All staff have high expectations regarding children's learning and behaviour. The headteacher and all staff are passionate and hardworking at embedding the school's vision.

■ The headteacher provides highly effective leadership to the school community. She has a clear, strategic vision for school improvement and a well-informed rationale for change. The senior leadership team provide very strong leadership and are ambitious for children to achieve success. They prioritise respectful and trusted relationships with children and families. All stakeholders respect them as a senior leadership team. As a result, they have created a school where most children make very good progress and attain very well within a nurturing, calm ethos.

■ Senior leaders and staff have a very good understanding of the school's socio-economic context. They know all children, their needs and their backgrounds well. All staff have a strong focus on supporting children's emotional wellbeing and developing partnerships to support children and their families. The headteacher and staff effectively allocated Pupil Equity Fund (PEF) to provide support for children who experience barriers to learning.

■ The headteacher surveys the views of staff, parents, partners and children well to identify well-considered areas for improvement which improve the outcomes for all children. School improvement is a standing agenda item on all Parent Council meeting agendas. The Parent

Council are involved in agreeing how best to spend the school's allocation of PEF. As a next step, senior leaders should consult all stakeholders on the use of PEF.

- Staff work very well together, taking individual and collective responsibility for school improvement. Pupil support assistants undertake regular training to lead and deliver well-planned interventions which support children effectively. For example, professional learning to support children with anxiety is positively impacting on children's confidence in using strategies and understanding their anxious feelings. All staff are enthusiastic about their leadership roles. They feel empowered to make a case for change and are supported by senior leaders to participate in professional enquiry and trial new approaches. For example, staff have developed a tools for writing overview. This is supporting consistently high-quality teaching of writing across the school. As a result, children's attainment in writing across the school has improved.

- Teachers use current educational research and thinking effectively to underpin all improvement work. Senior leaders have created a professional book club to support teachers and pupil support assistants in robust, collegiate dialogue regarding professional reading. Their engagement is helping them develop a deeper understanding about meeting children's needs and improving pedagogy. They share their learning across the staff team and carry out small tests of change, adapting approaches to meet the needs of children. For example, they use shared, consistent language which helps children to understand their feelings and is supporting almost all children to control their emotions better. This is resulting in almost all children being ready to learn. Staff have also engaged in moderation activities with colleagues across the ASG to develop confidence relating to national standards of attainment. As a result, teachers' professional judgements about children's progress in learning are accurate and robust. Senior leaders and staff have a clear understanding of the positive impact new approaches are having on children. They regularly share their learning with colleagues from the ASG and beyond to support developing practice outwith the school.

- The headteacher has established a robust quality assurance programme across the year and leads staff very effectively through regular self-evaluation. Senior leaders and staff engage in high-quality and focused professional dialogue to identify strengths and areas for school improvement. This leads to well-considered improvement priorities which are focused on improving outcomes for all children. Teachers work very well collegiately in small groups to develop aspects of the curriculum and pedagogy linked to the school improvement plan. They consider how their professional learning has contributed positively to school improvement during professional review and development discussions. This is building positively staff empowerment to lead and evaluate change.

- Children benefit from well-planned opportunities to work together in and out of class. They talk positively about school groups and committees and recognise the positive impact they have on improving the school. For example, the collaborative work between P6 and the nursery increases nursery children's social and emotional wellbeing, strengthens their self-esteem and nurtures a sense of belonging to the wider school community. Children successfully identify the range of skills they develop and how they use skills learned in class to help them carry out their given role. Staff have established a range of leadership roles and committees for children. For example, children in P1 to P7 take on leadership roles as part of the eco group, pupil council, Rights Respecting Group and Fairtrade Group. Children in P7 support their peers well throughout the school by becoming trolley monitors, gate monitors and playground buddies. All children in P6 support their nursery peers in their transition to school. All P5 children have the opportunity to apply to become Junior Road Safety Officers. This is developing well children's

skills for learning, life and work. Staff should now consider how to meaningfully provide all children at all stages with a wider range of leadership opportunities linked to school improvement.

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

■ Staff work together effectively to provide a supportive ethos and culture for learning in which every child is valued as an individual. All staff promote and model positive relationships and behaviour within the learning environments. All staff have high expectations of all children and staff. All staff embed the 'ASPIRES' values very well. As a result, children demonstrate high standards of behaviour and positive engagement in learning across the school. Children are kind and offer support and help to each other within the classroom. Staff have undertaken effective professional learning to enhance their skills in the use of interventions to support children's emotional regulation. This is supporting all staff to develop children's understanding of their emotions and to provide strategies to support children who may require help to regulate their behaviours.

■ All learners have been involved in the creation of class charters linked to the United Nations Convention on the Rights of the Child (UNCRC). Staff and children use these effectively to agree expectations about behaviour and the contribution both adults and children will make to learning. This has led to learning environments that are settled and purposeful.

■ Most children respond well to teachers' enthusiasm in delivering lessons. In most classes there are creative approaches to activities which sustain the interests of almost all children. Almost all children listen attentively and work well, independently and with a partner. Occasionally, in a few classes where learning is overly teacher led, children's overall engagement in their learning could be higher. Most children are highly motivated by choice and when taking responsibility for aspects of their learning. Staff should continue to develop these opportunities for choice further for all children to be more active participants and to take a greater lead in learning.

■ Across the school, teachers share the purpose of learning consistently well with children. In almost all classes, teachers give clear instructions and explanations. Teachers' effective use of questioning encourages children to think more deeply about their learning. Teachers and children discuss together what they need to do to be successful in almost all classes. This allows children to reflect on their own progress and assess learning. Senior leaders have created helpful guidance for staff on common approaches to support children's learning. These include, for example, 'Feedback at Airyhall' and use of 'WAGOLL' (What a good one looks like) exemplars in literacy. Most teachers use these very effectively to support children to understand what they need to do to be effective.

■ In most classes, teachers provide learning at the right level of difficulty for most children through groupings and the activities provided. This is particularly evident in their planning for learning in literacy and numeracy. In a minority of lessons, teachers' use of whole class

learning occasionally results in activities being too easy for a few children. They should ensure that challenge is provided using appropriate differentiated approaches in all lessons.

■ At early level, children's learning is supported well through play-based approaches. Teachers should continue to review the balance of child-led and teacher-directed experiences. This should ensure that activities meet the needs of most individuals and groups and provide greater challenge for a few children. Staff are developing children's rights to learn and play effectively across the school. Children at first level experience effective play pedagogy within the 'playatarium' area. This is helping children to develop well their skills of understanding and imagination within learning contexts. As planned, staff should continue to develop play-based pedagogy and carefully link it to real-life learning contexts.

■ In most classes, teachers enhance children's experiences by embedding digital technology into learning and teaching effectively. They use interactive whiteboards well to enhance learning through games and for the presentation of information. Children at the upper stages access activities through their digital devices and submit work, for example, within writing journals. Children are aware of real-life application of technologies, such as coding using programmable devices. This is developing very well their skills for learning, life and work. They use an online platform well to share examples of work with families.

■ All children access books through class libraries as well as through the school library. This is helping to promote a positive culture for reading across the school. Staff should continue to consult with children to enrich these learning environments across the school.

■ In most classes, children engage regularly in peer- and self-assessment. In most lessons, teachers use a range of formative assessment strategies to provide children with helpful feedback. This supports children to understand better their next steps in learning. Children benefit from individual conversations on their learning and progress. They set targets for improvement during termly conversations. Staff use an assessment calendar to coordinate the timing of assessments across the school. They plan a range of assessments in literacy, numeracy, health and wellbeing and across interdisciplinary learning. Senior leaders and teachers analyse data from standardised assessments very effectively to support teachers' professional judgements about children's attainment and progress.

■ All teachers collaborate effectively with stage partners to plan and review children's learning. They participate in moderation activities within the school and as part of their ASG. This has led to improved attainment in writing and has helped to build teachers' confidence in assessing children's progress in science. Teachers benefit from undertaking planned visits to other schools to share good practice in learning and teaching approaches.

■ Staff have created a three-year planning overview of key learning which includes development of skills, curricular areas, learning across different subjects and themes. They use this overview effectively to plan in more detail on a weekly and daily basis. Staff make effective use of visual planning displays in most classes. As planned, staff should develop planning further to ensure consistency across the school beyond literacy, numeracy and health and wellbeing.

■ Senior leaders have developed effective tracking and monitoring processes that demonstrate the progress children make across Curriculum for Excellence (CfE) levels. They meet regularly with teachers at key points in the school year to check on the progress individual children make. Staff target any identified needs and track children who are supported with interventions very well.

2.2 Curriculum: Learning pathways

■ Teachers plan using progression pathways across all curricular areas based on the experiences, outcomes and design principles of CfE. They use these consistently well to plan learning and teaching across literacy, numeracy and health and wellbeing. These progression pathways are sufficiently flexible to meet the needs of children requiring additional support. Staff use curriculum planners well to outline clearly learning experiences and the approach to assessment for literacy, numeracy and health and wellbeing. As planned, they should now develop more consistent planning for all other areas of the curriculum.

■ Children experience a well-planned and progressive health and wellbeing curriculum. They learn about healthy bodies, mental health, developing relationships and food and diet as part of the curriculum.

■ Teachers have a strong focus on developing children's skills which supports children to make clear links with their learning in school and activities beyond the classroom. Teachers consistently provide relevant opportunities for children to develop and apply skills progressively. As a result, children articulate confidently how their communication, collaboration and focusing skills help them to succeed.

■ Teachers plan learning for sustainability through learning which links across different subjects. Teachers take account of events and partners, local heritage and children's interests when choosing contexts for learning. Children also have meaningful opportunities to explore the world of work through visitors to the school. As a result, the school is well regarded in the local community for its contribution to the local area. As planned, senior leaders and teachers should work together to develop a shared understanding of what constitutes learning across different subjects.

■ Outdoor learning is an increasing feature of learning across the school. Teachers make very good use of the local area to provide opportunities that extend learning. Children are motivated by this and engage well. They can describe skills they have developed in growing and harvesting and are aware of environmental issues affecting their local area and beyond. As identified, senior leaders should continue working with teachers to extend learning outdoors to ensure experiences are progressive and embedded across all stages.

■ All children receive two hours of high-quality physical education (PE) each week. Teachers make use of indoor and outdoor spaces to deliver this. The school has achieved national accreditation for its work in sport. Staff from a sports partner organisation trained senior pupils as sports leaders. Children now run a range of sports clubs during lunchtime for other children.

■ Children from P1 to P7 learn French progressively. Staff now need to ensure that children from P5 to P7 are receiving their entitlement to a further language in accordance with national guidance.

2.7 Partnerships: Impact on learners – parental engagement

■ Parents value the detailed information they receive from a digital platform, social media, newsletters and 'Learning Together' open afternoons. These ensure parents know about school events and how they can be involved in school life. Staff provide helpful information to parents to support their child's learning and wellbeing. Staff have presented 'Airyhall Blethers' sessions for parents which include a focus on emotional wellbeing and digital technology. They also signpost parents to partners who offer more bespoke support, for example, promoting sleep advice or neurodiversity. Staff work collaboratively with partners to provide workshop sessions for families on supporting dyslexia and the use of technology with dyslexic learners. Parents comment on how much they appreciate the wide range of support on offer to support their child's learning at home.

■ The Parent Teacher Association raises considerable funds which provide welcome digital technology and other resources to enhance learning and teaching. A few parents work closely with partners to deliver after school clubs which include football and netball. Parents are invited to support learning through 'world of work' events. Both children and parents enjoy and appreciate these experiences. The Parent Council meet regularly, and senior leaders and staff share school developments. Parents are invited to complete annual questionnaires which ask about their views on school. As a next step, senior leaders should consider how to involve parents more fully in reviewing and planning school improvement.

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 have built caring and trusting relationships with all children which underpin all interactions. Almost all children show care and respect for one another in positive classroom and playground interactions. Older children support younger children effectively in their role as 'buddies'. Children's responses in regular wellbeing audits highlight that almost all children feel safe and agree that school staff help to keep them safe. Children are aware of and are sensitive to the needs of others. They understand very well that all children are unique and may need different levels of help from the adults around them. These nurturing relationships between children and adults are helping almost all children to feel calm, settled and to engage well in learning.

- Almost all children have a confident knowledge of the wellbeing indicators. They discuss ably each of the indicators, giving examples of what they mean and how they experience them. For example, they explain how to stay safe online responsibly. Children articulate well how they include others, in welcoming new children to the school, and how they feel included and nurtured in daily school life. Staff track children's wellbeing and plan support for any child who raises a worry. They share any concerns with parents and have a well-considered range of supports which include counselling services for children who may require this.

- The language of emotions is meaningfully embedded across the school. Children talk comfortably about a wide range of feelings they experience and how different emotions make their bodies feel and the behaviour this leads to. This learning is helping them to understand better what makes them upset, angry, happy or anxious. Children are learning strategies to help regulate these sensations and to use when they feel big emotions. All staff have prioritised creating an ethos where children's wellbeing is valued and is central to learning and teaching. Staff have taken part in high-quality professional learning to support their strong understanding of wellbeing. This includes learning about childhood trauma, developing nurturing environments and supporting neurodiversity. This is supporting staffs' ability to support the needs of all learners very well.

- A teacher is successfully leading work on emotional literacy within and beyond the school. She provides valuable resources and training to parents, children and staff to develop further understanding in this area. Older children developed emotion cards to help them support younger children in the playground. They thrive on the responsibility and trust they are shown. The school has received accreditation for this important work. This focus is having a very positive impact on children's emotional literacy. It ensures almost all children recognise when they need support and encourages them to develop strategies for life.

- All staff use the Airyhall Positive Relationships policy consistently to guide their interactions with children. Children know the 'Airyhall agreement' to be kind, respectful and to try their best.

Staff have high expectations of children's behaviour across the school. Adults model positive relationships effectively and this helps almost all children to behave well. On occasion, when children feel the behaviour of others has upset them, they trust adults to resolve concerns in a timely and supportive manner. Staff refer frequently to children's rights during learning. Children are developing well an awareness of their rights and the rights of others. They are learning that not all children are able to access their rights across different countries. This is effectively supporting children's understanding of their place in the world.

■ Children have worked with staff to develop a helpful pupil anti-bullying policy. This is shared at assemblies and in class. Children understand how to be an 'upstander' to bullying behaviour and what to do if they see or experience bullying. Almost all children feel adults support them well and take swift action if there are any incidents of bullying.

■ All children have regular opportunities to be active in school. This includes in PE lessons, during lunchtime and after-school activities and outdoor learning experiences. Children understand the importance of regular physical activity for their physical and mental health. They are enthusiastic about the activities on offer.

■ Staff understand well and adhere to statutory and professional duties. They have a confident knowledge of school policies and procedures to get it right for every child. Staff undertake relevant training and professional learning to effectively meet the needs of children. For example, training of a learning assistant in emotional literacy support is supporting a few children very well to manage their behaviour when feeling overwhelmed. Staff work collaboratively to meet the needs of children very well who require help with learning. They share effective practice, strategies and resources, building a useful toolbox to draw upon. Skilled support staff provide appropriate support for children's learning and wellbeing. This includes literacy and numeracy interventions, which enable children to close gaps in learning and build their confidence. Staff provide sensory spaces and well-planned environments which are adapted to meet the needs of individual children.

■ Staff evidence very well the progress individual children make. Teachers provide helpful resources in classrooms, such as ear defenders and fidget toys, which children access freely. Staff are creative in how they assist a few learners, who require more individualised support. They work closely with partners and parents to find solutions to successfully improve children's experiences and outcomes. This includes, for example, a sensory start to the day and frequent movement breaks. These approaches are enabling children to access learning which meets their health and wellbeing needs and allows them to make progress in learning.

■ Senior leaders have a detailed overview of the support needs, planning and strategies for children who require support with learning. They meet teachers regularly to review interventions provided for children. Staff effectively record planning, support and progress for children. Partners and parents are included in meetings to review progress and planning. This ensures a partnership approach and allows strategies to be shared between home and school. Staff have plans to develop further how they track and record the incremental steps children with more complex needs make. They are well-placed to carry this out. Staff are responsive to the changing needs of a few children who require more tailored support. Currently a few children attend school on a part-time basis however, this is reviewed regularly. Staff and parents work well together to extend school time appropriately to allow children to engage in and build on a positive experience.

■ Highly successful partnership working helps staff to build their skills and confidence in meeting the needs of learners. A few children are successfully involved in planning their learning with

partners. Together, these approaches are enabling children to make appropriate progress in learning and attend school.

■ Staff have audited classroom environments and agree consistent universal approaches to meet needs across the school. For example, staff have created 'peaceful places' in all classrooms. These allow children to be able to access a calm space when required with strategies and resources to support them. Children report that the peaceful places allow them to regulate and return to learning more quickly. There are numerous universal supports which children access freely. Staff use consistent language and approaches which help children to understand expectations and know how adults will respond. This results in most children feeling understood, secure and ready to learn.

■ Staff and partners have developed valuable transition programmes for children moving to secondary school and for those moving from nursery to P1. They recognise the anxiety transition may cause and listen to children and parents when planning transition events. These include visits to new settings and getting to know staff. For children moving to S1 there are outdoor events, digital platforms and pupil profiles to aid children and parents with moving on. Children who require an enhanced transition are supported effectively with additional visits and meetings to allow information to be passed on appropriately. This ensures staff know children well when they start the new setting, and children are more confident about the move to a new school. Children and parents report that the transition programme reduced anxiety for both children and parents. Children moving from nursery to P1, experience a high quality transition experience which helps them to settle quickly when starting P1.

■ As part of religious and moral education children learn about faiths, cultures and families which may be different to their own. This helps children to understand and accept diversity. Staff have taken part in professional development on diversity, which helps them to appropriately teach sensitive topics with increasing confidence. Children learn about diversity and difference in assemblies. They have a growing understanding of neurodivergent learners and disability. They are learning that everyone is unique, special and equal, and may need varying amounts of support to access what they need to succeed. The school library includes books which explore a few of these topics, however, this selection could be extended further.

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 English and numeracy and mathematics is very good. Children who require additional support in their learning are making good progress towards their individual learning targets.

Attainment in literacy and English
- Overall, most children are making very good progress from prior levels of attainment in literacy and English. A minority of children at all levels are exceeding national expectations in reading and in writing.

Listening and talking
- At early level, most children listen attentively to teacher's instructions and stories. Children at second level follow verbal instructions well while coding. Almost all children at first and second levels express their ideas and opinions confidently. For example, they discuss what success looks like within their learning. Most children are articulate and engage well in discussions with a partner. A minority would benefit from joining in more frequent group discussions and opportunities to present talks within class.

Reading
- Children at early level are developing their knowledge of sounds and letters. Most recognise these within names and picture books. Children show enjoyment as they choose story books from the reading area. At first level, most children read familiar texts aloud with close attention to simple punctuation. They read stories with increasing expression and confidence. Children would benefit from increased access to stage appropriate non-fiction texts. At second level, children explain their preferences for particular texts and authors with supporting detail. Most children are able to respond and reflect confidently on different types of texts.

Writing
- At early level, children are developing pre-writing skills well and including increasing detail in drawing. A majority are beginning to form individual letters correctly and write their name. At first and second levels, children's spelling and grammar skills are developing consistently across all stages. They write short and extended pieces of text using descriptive vocabulary. Most children at the upper stages are motivated to write regularly and use online writing journals independently. Children would benefit from more regular opportunities to create different styles of texts for a variety of purposes linked to real and meaningful contexts.

Numeracy and mathematics
■ Overall, most children are making very good progress from prior levels of achievement. A minority of children at all levels are exceeding national expectations for numeracy and mathematics. Most children can make links with real life application of learning in maths.

Number, money and measure
■ At early level, all children benefit from learning numeracy through play opportunities. They identify and recognise numbers from 0-20 and count forwards and backwards from zero. They need more opportunities to identify the number before, after and missing numbers in a sequence within 20. Children describe, order and compare items using language, such as longer, shorter, heavier and lighter. They are less confident in identifying coins and would benefit from increased opportunities to identify and use coins meaningfully.

■ At first level, most children round whole numbers to the nearest 10 and 100. The majority of children explain what a fraction is and can compare the size of fractions. Most children explore ways of using coins and notes to make different amounts. The majority of children find it challenging to apply correctly their mental agility skills to calculate the total spend and calculate change. They would benefit from applying these skills in real-life, meaningful contexts.

■ At second level, most children round numbers to one decimal place. The majority find a fraction of an amount. They find it challenging to show equivalent forms of fractions, decimals and percentages. Most children read and record time in 12 hour and 24 hour notation but find it more difficult to calculate duration.

Shape, position and movement
■ At early level, most children identify and sort two-dimensional shapes using different criteria. They accurately use positional language including above, below, forwards and backwards. At first level, most children identify right angles within shapes and within the environment. They use mathematical language to describe the properties of shapes including edge, face and vertex. At second level, most children need more confidence in understanding a wider range of angles.

Information handling
■ As children progress through the school, they select and use the most appropriate way to gather and sort data for a given purpose in relation to their age and stage. At early level almost all children sort items accurately by colour, shape and size. Across first and second level, children are developing skills in using various types of graphs, tally marks and pie charts to present and interpret information. At second level most children organise data in a variety of ways including through the use of digital technologies. They are beginning to draw conclusions about the reliability of data, considering audience and sample size. They would benefit from further opportunities to consolidate their understanding.

Attainment over time
■ High standards of attainment across the school have been maintained over time. Senior leaders and teachers gather a range of attainment data for individual children over time. They use this data effectively to analyse the attainment of individual children and specific primary stages. They use their analysis very well to identify trends in attainment over time and to ensure that all interventions are targeted appropriately. As a result, children who receive targeted support make good progress.

■ Over time, children's attendance is consistently above the national average. Currently, children's attendance across the school is 97.2%. Across all stages, 4.5% of children have an absence of 10% or more. Senior leaders monitor closely the absence and lateness of individual

children. They are proactive in understanding the reasons behind children's individual absences. They work effectively in partnership with parents and carers to support families to improve attendance rates for individual children.

Overall quality of learners' achievements

■ Children's achievements in and out of school are shared and celebrated in a range of ways. 'Airyhall achiever' assemblies allow everyone to celebrate children's successes linked to the four capacities. For example, children contribute effectively to the community through gardening or litter picking. Children also receive 'applause' slips from staff when they follow the school values and older children often nominate younger children. Achievements are linked to skills for learning, life and work. These are well-embedded across the school. Children feel proud of their achievements and recognise the important skills they are developing which include collaboration, critical thinking and creativity.

■ Throughout the year children experience trips, sporting activities, clubs, community events and learning beyond the classroom. These experiences motivate them and allow children to achieve success and develop skills in different ways. This includes, developing their confidence and leadership skills during outdoor learning experiences and residential trips.

■ Senior leaders track children's participation in wider achievements and record the skills they develop as a result. They review these records regularly. They plan opportunities for a few children who may be at risk of missing out. As a next step, staff should consider how all children can record, share and build on their achievements as they progress through school.

Equity for all learners

■ The headteacher and staff have a very good understanding of the needs of the community. They make very effective use of data to identify attainment gaps across a range of different groups, including those affected by the cost of living crisis. They use PEF flexibly to support targeted children. These attainment gaps are narrowing as a result of well-planned interventions.

Practice worth sharing more widely

Supporting children's wellbeing

All staff have created an ethos where children's wellbeing is prioritised and underpins learning and teaching. This is helping all children to engage appropriately in learning and improve their outcomes.

- Staff have taken part in relevant, high-quality professional development to support wellbeing and inclusion. This includes training on supporting emotions, trauma informed practice and training on neurodiversity. This has increased staff confidence to support children effectively across the school.

- Staff work very successfully with partners to support children and families. This is evident particularly where barriers to learning are impacting a child's ability to engage well in learning. Partners offer more individualised support where a child's wellbeing is affected, and staff evidence the positive impact of this work.

- Staff have created a whole school environment which supports all children to succeed. This includes 'peaceful places' in classrooms, sensory areas, a well-resourced hub and 'thrive' room which all support children to regulate their emotions and engage with learning.

- Children have a very good understanding of their emotions. They understand the triggers which cause them to feel specific sensations. They have developed a range of strategies they use to help them manage their emotions when they feel upset or overwhelmed. This is impacting positively on children's ability to regulate and re-engage in learning.

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.