

Summarised inspection findings

St Bernadette's Primary School

North Lanarkshire Council

4 February 2025

Key contextual information

St Bernadette's Primary School is a denominational school situated in Motherwell, North Lanarkshire. There are currently 153 children attending the school arranged across seven classes. The headteacher has been in post for twelve years and is supported by a principal teacher. The principal teacher has been acting headteacher a few times in recent years.

Most children who attend the school live in Scottish Index of Multiple Deprivation deciles 1 and 2. Around one quarter of children are in receipt of free school meals. One fifth of children have English as an additional language and just under one third of children receive additional support with their learning.

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 and principal teacher provide highly effective and supportive leadership to the school community. They have high aspirations for children, families and staff. As a team, they lead with care and compassion. Their shared values and high aspirations for all are key drivers for continuous improvement. Almost all parents and staff believe the school is well led and managed.
- All children and staff demonstrate the highly relevant school values in their interactions with each other. The school community regularly review and refresh the school values to ensure they remain relevant. Children clearly articulate their role in the recent refresh, when 'respect' was added to reflect their work on children's rights and to strengthen further the strong Catholic ethos. The school values are complemented well with the school motto 'Happy to Learn'. All staff share a vision for every child to be loved, cared for and successful in their learning.
- The leadership team have a very strong understanding of the social and economic context of the local community. They rightly prioritise improving wellbeing through highly effective partnership working. This has been a consistent feature of school improvement in recent years. Partners, including Community Learning and Development (CLD) workers and Family Engagement Support Assistants (FESA), support children and families within school and in the community. This sustained focus on improving wellbeing through effective family support and engagement is impacting positively on outcomes for children. Almost all children are happy and settled in school and making progress with their learning.
- The headteacher ensures school improvement priorities are informed by a range of useful information. This includes attainment data, stakeholder engagement activities and her own knowledge of the strengths and development needs of the school and community. The school improvement plan outlines clearly a relevant and achievable three-year improvement cycle. There is a strong focus on improving further attainment in literacy at early and first level, raising

attainment in numeracy and improving children's experiences across a range of curriculum areas. Staff clearly articulate the impact of school improvement activity on their confidence and teaching. There is clear evidence of this impacting positively on outcomes for children. The headteacher should build on existing approaches to gathering the views of stakeholders to help them see more clearly their role in evaluating the work of the school and informing future developments.

- Teachers work very well together as an effective team who routinely reflect on and improve their practice. They engage in annual professional review and development meetings using the range of General Teaching Council of Scotland standards. Teachers self-evaluate their own practice annually, identifying strengths and development needs. They participate in effective quality assurance activities to gather feedback from senior leaders and peers about the learning experiences within their classrooms. Almost all staff feel appropriately supported by senior leaders to undertake their role. Almost all teachers believe they are supported to engage in professional learning that enables them to reflect on and improve their practice.
- All staff speak positively about the quality and relevance of their professional learning. All staff have engaged in high-quality professional learning on wellbeing and inclusion. They continue to work with the educational psychologist and engage in professional reading and research to refresh and update their knowledge and skills. The impact of this is evident across the school. Children experience consistent, positive interactions with all adults. Staff are highly skilled in co-regulation and de-escalation techniques. Children and families feel well supported by the staff in school. In recent years, teachers have engaged in intensive professional learning to improve approaches to learning and teaching. This includes recording themselves teaching and participating in joint evaluation and review with an external trainer. Teachers clearly articulate the sustained impact of this training on their practice. Senior leaders and teachers have built on this approach resulting in a strong culture of professional reflection, honest evaluation and continuous improvement.
- All teachers have a leadership role in school. They lead curriculum developments through working parties. Teachers review and refresh progression pathways taking effective account of local and national priorities. They ensure resources are available to support high-quality learning and teaching across the curriculum. Teachers look outwards to learn from other schools and national organisations. Early years staff visit other schools to support the development of play. This is impacting positively on children's experiences. Teachers are also supporting improvement beyond their school. For example, the mathematics lead teacher has worked with staff from the high school to share practice through modelling lessons in mathematics. This is supporting well children's transition to high school.
- All staff place a high importance on the views of children. Children talk positively about their contributions to the life of the school and local community through their committees and participation in the parish. The Community Link Committee value their role in visiting the local care home. They enjoy talking to the residents and playing games with them. The Global Citizens Committee are excited about the video clips they are making of 'a day in a Scottish school' to send to their partner school in Malawi. The Eco Committee are proud of their Halloween costume swap and upcoming Christmas jumper swap to promote sustainability. Children across the school lead First Friday Masses as readers and altar servers. Senior leaders should build on this positive approach and involve children more fully in school improvement. Children are very well placed to take a greater role in evaluating the quality of learning experiences.
- Senior leaders know the needs of the community very well. They use Pupil Equity Funding (PEF) to fund additional staffing and experiences beyond the classroom. The PEF plan sets

out clearly the intended impact of the additionality and key measures of success. There is strong evidence of PEF improving children's engagement and accelerating progress in closing the poverty related attainment gap. The headteacher shares information about PEF with parents. She seeks their views on her proposals and reports on the impact of PEF through the annual school improvement report. Moving forward, the headteacher should consider how parents and children can be more fully involved in agreeing how PEF should be used.

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

- Children experience a caring, friendly and welcoming ethos. Children and staff demonstrate the school values of love, faith, forgiveness, self-discipline, integrity and respect in their interactions with each other and visitors to the school. The calm and inclusive learning environment is further enhanced through a rights-based approach which reflects well the school and Gospel values. Staff support children very well to develop and maintain positive, nurturing relationships with their peers. Children demonstrate genuine care for each other. A few children find it difficult to engage in their learning. At times, they disengage and require extensive support to manage their emotions. Staff provide highly effective and sensitive support which ensures learning is not disrupted. Overall, children behave well and engage positively in their learning.
- All staff know children very well as individuals. They create nurturing and engaging learning environments which supports learning well. Staff have high expectations of children. Almost all teachers ensure learning experiences are interesting and relevant. As a result, most children are highly motivated, engaged and interact well with each other in pairs, groups and during whole class lessons.
- Staff recognise the importance of learning outdoors. They are particularly aware of the positive impact of this on children's engagement and wellbeing. All children benefit from well-planned experiences in the extensive school grounds, community garden and local area. Children in P1 develop their use of directional language effectively using outdoor grids. Children in P4 to P7 enjoy using public transport to go to the local shops to compare food costs and shop on a budget. These opportunities enhance learning, motivate children, and provide meaningful opportunities for them to apply their skills in different contexts.
- In most lessons, teachers provide clear instructions and explanations. Teachers use questioning very well to check for understanding and to extend children's thinking. All teachers routinely share the purpose of learning and differentiated 'steps of success' at the start of each lesson. This supports children well to understand what they are learning and how to be successful. In a few lessons, children co-construct 'steps of success'. Teachers should work together to extend this co-construction approach across all classes. This should help to develop further children's understanding about their learning and progress.
- Teachers set learning targets for literacy, numeracy and health and wellbeing for all children. Almost all teachers provide clear verbal and written feedback to children to inform their next steps in learning. They ensure children have time to read and action this feedback. Children in P7 are highly skilled at self- and peer-assessing against their targets in numeracy and writing using their 'boarding and landing cards'. As planned, staff should continue to develop further approaches to involving all children in more regular reflection and evaluation of their learning.

They should support children to become more independent in identifying their next steps and setting individual learning targets. This has the potential to help children develop a greater understanding of themselves as learners.

- At early level, play is integrated well into the day. Children have regular opportunities to engage in free and structured play both within their classroom and in the open area. Teachers make effective use of play approaches and plan spaces, interactions, and resources well to support learning in line with national guidance. The learning environment reflects children's interests well and promotes curiosity and creativity. There is an appropriate balance of child-led and adult-initiated learning. Staff are well placed to continue to develop their use of play to motivate and engage learners in consolidating and exploring new learning.
- Almost all staff use digital tools well to consolidate, motivate and enhance children's learning and skills. Across all stages, teachers plan effectively the use of digital technologies to support independent learning and choice for children. In P1, children enjoy accessing digital texts on tablet computers. They take photographs of work they are proud of. As children move through the school, they use digital applications to make and edit video clips of their learning. By P7, most children demonstrate strong digital literacy skills. They are very proud of their digital presentations about discrimination as part of their social studies work.
- Senior leaders have recently created an assessment framework. This provides useful information and ensures a consistent approach to assessment across the school. All teachers use a variety of formative and high-quality summative assessments effectively to measure progress, inform planning and identify any barriers to learning.
- All teachers take part in a range of moderation activities in school and with cluster colleagues. Teachers have a strong understanding of national expectations in science, literacy, and numeracy. Teachers' confidence has increased in using national Benchmarks to support their professional judgements in identifying the achievement of Curriculum for Excellence (CfE) levels. Their judgements on children's attainment are accurate and robust.
- Teachers are at the early stages of using a new approach to plan learning. They use a 'focused block' approach to plan rich learning experiences for all curriculum areas. Teachers plan and provide learning activities which are well paced and matched to children's individual needs. Almost all children's experiences are appropriately challenging and enjoyable. Almost all teachers involve children in planning learning across different subjects. This is supporting children to have a stronger say in what and how they learn.
- Teachers track and monitor children's progress across the curriculum. Senior leaders meet with teachers termly to discuss children's progress and analyse assessment information. Teachers quickly identify children who require additional support and challenge in their learning. Children access appropriate universal and targeted supports. This approach is effective in addressing any gaps and provides children with the right level of challenge in their learning.

2.2 Curriculum: Learning pathways

- Children receive their entitlement to a broad general education. Teachers use local authority progression pathways based on CfE experiences and outcomes to plan learning for all curriculum areas. This ensures all children experience appropriate progression and depth in all aspects of their learning. Staff engage in a three-year curriculum review cycle as part of their ongoing school improvement work. This ensures programmes and resources used are refreshed to suit the needs and interests of learners. The current focus on art and science is impacting positively on children's experiences in these areas.
- Staff are developing their approaches to outdoor learning. All children engage in outdoor activities such as cycling, den building in the local woods and caring for the school grounds and community garden. A few children access a local authority forest schools programme as part of a well-planned targeted support for their wellbeing. This targeted outdoor learning helps children build skills and attributes that support them to engage in their learning in the classroom. For example, children build resilience and problem-solving skills that support them in class when they face challenges in their learning. Teachers should continue to plan opportunities for all children to experience well-planned progressive outdoor learning.
- All children access their entitlement to a progressive 1+2 modern languages programme. Younger children sing French songs and use simple greetings. They recite numbers and recognise colours in French. As children move through the school they participate in conversations, using key phrases and questions to learn about each other's likes and dislikes. Older children enjoy learning simple Spanish phrases. They learn about Spanish culture through cooking and trying Spanish foods.
- All children access two hours of high-quality physical education (PE) each week. They develop skills in team games and learn about the positive impact of sport on their physical and mental wellbeing. All children in P5 and P6 access fully funded swimming lessons as part of the PE offer.
- Children develop a strong understanding of their faith and other world religions through a well-planned religious education programme. The headteacher plans appropriate religious observance through First Friday Mass in the local parish and school prayer services linked to the liturgical year. Children in P4 to P7 are proud of their role in leading the Advent services as the school and parish prepare for Christmas.

2.7 Partnerships: Impact on learners – parental engagement

- The headteacher has established a strong sense of community. She is extremely visible across the school and prioritises time to meet with families when they need support or advice. Almost all parents feel comfortable approaching the school with questions, suggestions or a problem.
- The headteacher has established highly effective partnership working to support children and families. She engages with a wide range of appropriate partners to provide sensitive and timely support for parents and carers. This includes one-to-one supports at home and in school and signposting services and supports in the community. This is impacting positively on children and families.
- Senior leaders work closely with a CLD worker and FESA. They enhance parental engagement through a range of family learning opportunities and targeted supports. These include supporting families with routines at home, cooking groups and a parent and child homework club for younger children. The CLD worker is currently working with children in P7 to plan a new parent and toddler group for families within the school.
- The Parent Council organise a range of social events for families across the school year. Recent events include pumpkin picking, discos and a Christmas fayre. This provides valuable opportunities for children and families to spend time together in school.

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

- Children's wellbeing is at the heart of everything that happens at St Bernadette's Primary. This is strongly underpinned by a clear commitment to upholding children's rights. All staff have been involved in meaningful professional learning on building resilience, nurturing principles and trauma informed practice. As a result, staff have a strong, shared understanding of the importance of wellbeing and its impact on learning and achievement. They 'meet children where they are', ensuring all children experience consistent care and support from all adults in the school. Children interact with each other and adults with respect, compassion and empathy.
- Almost all children have a strong understanding of their own wellbeing. They talk confidently about how their experience at school supports and improves their wellbeing. Children enjoy swimming and cycling lessons. They know that being active supports their physical and mental health. Children in P7 who lead lunchtime clubs value the responsibility they have in being positive role models for younger children. Children benefit from a well-embedded growth mindset culture. They demonstrate strong resilience when faced with challenges in school and at home. Children talk about 'triggers' and confidently identify ways to manage the emotions they experience.
- Children have a sound understanding of the challenges their peers may face. They recognise that the needs of others can differ to their own. Children articulate the benefits of the range of supports in place for others. They respond very well to children who get upset and become dysregulated in school.
- All children complete wellbeing assessments at the start of each year. They reflect on their wellbeing, identifying strengths and aspects where they might need extra help and support. Staff use this information effectively to monitor children's wellbeing and respond quickly and sensitively to any worries and concerns. Children trust adults in the school. Almost all children feel safe at school and can identify an adult they can talk to if they are worried or upset.
- Senior leaders use information from wellbeing assessments effectively to ensure children access the right support at the right time. In response to an increase in children feeling anxious, they carried out a more detailed wellbeing assessment with all children. This helped identify children who required targeted support to manage their anxiety. As a result, a few children now access small group and one-to-one support including counselling, forest schools, art therapy and play therapy. Children are more settled in school and engage well with their learning.
- Senior leaders demonstrate a strong understanding of statutory duties and codes of practice in relation to safeguarding and meeting learners' needs. This supports well a culture of wellbeing,

inclusion and equality across the school. Children who are care-experienced and young carers are monitored closely to ensure they are supported to achieve.

- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. A few areas for improvement have been agreed with the school and the school meals provider.
- All staff have a very strong understanding of the range of factors that may impact on a child's wellbeing and progress. They implement highly effective approaches to identify and support children who require additional help with their learning. As a result, almost all children access appropriate and timely support. This includes working with the cluster support teachers and a wide range of partners. Staff plan, monitor and evaluate effectively all additional support using Getting It Right for Me (GIRFMe) plans. The plans outline clearly short-term achievable targets that are closely monitored and reviewed regularly. Children's views are clear in their GIRFMe plans. Staff take effective account of children's needs and preferences when setting targets and outlining strategies. Almost all children who require additional help make good progress towards their individual targets.
- A few children across the school require significant support with their learning. Staff work effectively with partners including the educational psychologist, school nurse and virtual school to plan appropriate individualised timetables. The timetables include a range of appropriate activities in school, and where appropriate, learning beyond the school. Staff are skilled at planning for this high level of need and demonstrate effective communication with partners. Highly skilled support staff provide effective one-to-one support for children facing the greatest challenges. A few children use pictorial symbols and simple signing to communicate with staff. This is highly effective in supporting children to communicate their needs and access their learning. Children facing the greatest challenges are making very good progress towards their individual targets.
- Senior leaders provide highly effective support for children and families who face additional challenges outwith school. This includes children who are care-experienced, children who have experienced loss and families facing significant social challenges. Children and families receive high-quality support matched to their individual circumstances. Staff and partners provide thoughtful, compassionate and sensitive support to meet the unique challenges children and families face. As a result, children and families feel valued and well-supported. Children are settled and happy in school and make progress with their learning.
- Teachers plan well a range of learning activities for children to explore key themes of diversity, inclusion and equality. Class novels provide children with helpful opportunities to discuss discrimination and prejudice linked to race, gender, religion and culture. As children explore the United Nations Convention on the Rights of the Child, they are developing further their understanding of equity and equality. They demonstrate their understanding in videos they have created for each other and visitors to the school. Teachers should continue to help children develop the skills and confidence to challenge discrimination, prejudice and intolerance.
- All staff have engaged in professional learning to support positive relationships and de-escalation. They deal with any instances of dysregulated or distressed behaviour in a calm and consistent way. Children who require additional support to manage their emotions are

supported very well. Children are developing strategies to self-regulate through planned support including partnership working when required. As a result, almost all children behave very well. While there are instances of children displaying dysregulated behaviour, there is clear evidence of instances reducing, as a result of effective interventions and support.

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

- A significant number of children start P1 at the beginning of early level in literacy and English and numeracy and mathematics. As children move through the school, the high-quality learning experiences and well-timed interventions ensure most children achieve expected CfE levels. Most children are on track in numeracy by the end of P1 and most children are on track in literacy by the end of P4. At first and second levels, there are a few children who are achieving beyond expected levels for literacy and numeracy. Most children who require additional support with their learning make good progress towards their individual learning targets.

Attainment in literacy and English

- At early level, children make good progress in literacy and English. At first and second levels, children make very good progress.

Listening and talking

- Across the school, almost all children listen well to adults and peers in a range of situations. At early level, almost all children respond appropriately to simple questions and instructions. At first level, most children offer their own opinions, justifying their thinking. Children work cooperatively and respectfully with each other and respect differing points of view. Children working at second level speak enthusiastically about giving presentations to classmates. They are becoming more aware of different communication techniques such as eye contact, clear annunciation, and use of tone to engage the listener.

Reading

- Across the school children enjoy reading for pleasure. Most children express their preferences for books and authors and give reasons for their choices. They use library areas within classrooms and the school library to select texts related to their interests. Children are highly motivated by the reading vending machine. They enjoy choosing books from the machine when they receive 'H Rewards'.
- Across all stages, most children develop well their reading strategies. At early level, children use their knowledge of sounds to read familiar words. At first level, children name a variety of favourite authors. They give reasons for selecting their favourite author and genre. At second level, children read fluently and with expression. They are enthusiastic about the novels they are reading and answer questions on prediction and inference. At first and second levels, most children explain the difference between fact and opinion. They apply their knowledge of sounds confidently to decode unfamiliar words. At first and second level, children confidently talk about main ideas in a text and demonstrate a sound understanding of setting and characters.

Writing

- At early level, most children form letters correctly. They know why we use capital letters, finger spaces and full stops. A few children confidently write simple words and sentences independently. They need to build confidence as writers through further opportunities for free writing. At first level, most children use a range of connectives, punctuation and openers to enhance their writing. They describe the different spelling strategies that help them in the writing process. At second level, most children describe and use a range of techniques such as personification, alliteration and onomatopoeia. Children now need support to develop a stronger understanding of different genres of writing.

Numeracy and mathematics

- Overall, most children are making very good progress in numeracy and mathematics.

Number, money and measure

- At early level, most children recall number sequences forwards to 30 and backwards from 20. They find missing numbers and use their addition and subtraction skills with increasing confidence. At first level, children are keen to share the strategies which they are using to solve the number problems. Most children identify coins and notes to £20. They are confident at showing different ways of making the same total. With support, they use the correct notation to record different amounts of money. Children are not yet able to estimate and then measure the areas of two-dimensional (2D) shapes. At second level, children confidently articulate strategies to solve number problems. They apply their knowledge well to compare and order fractions. Children should now strengthen their understanding of equivalent forms of simple fractions and how to calculate fractions of a quantity accurately.

Shape, position and movement

- At early level, most children recognise simple 2D shapes and three-dimensional (3D) objects. They use directional language for example, left, right, forward, backwards well. At first level, children confidently identify an increasing range of 2D shapes and 3D objects. With support they use appropriate mathematical language to describe their properties. At second level, most children describe and classify angles using mathematical language such as obtuse and reflex angles. Most children successfully measure and draw a range of angles using a protractor. They should now develop their knowledge of complementary and supplementary angles and use this to calculate missing angles.

Information handling

- At early level, most children confidently interpret simple graphs. They identify the most and least popular fruit from their bar charts. At first and second levels, most children use the language of probability accurately to describe the likelihood of simple events occurring. At first and second levels, children are aware that there is a variety of ways to display data. They ask and answer questions about the data. At second level, with support, most children realise that the presentation of data may be misleading. Across the school, children should now develop skills in gathering and displaying data using digital technologies.

Attainment over time

- The headteacher monitors children's attendance and time keeping closely. Overall, attendance figures are in line with national averages. The headteacher has rightly identified the need to support a few families where attendance is below expected levels. She works well with partners, including the FESA, to provide targeted support to improve attendance. This includes support and advice on establishing morning routines. The headteacher should continue to work with families where attendance levels and patterns are not yet improving.

- Strong levels of attainment are maintained over time. Senior leaders track effectively children's progress and attainment in literacy, numeracy and health and wellbeing. This includes relevant data about specific cohorts and socio-economic factors that may impact on children's attainment. They have a clear and accurate overview of children's attainment, progress, interventions, and successes. Senior leaders use data very well to provide targeted support to address any attainment gaps. For example, additional staffing is being used to raise attainment in P2. There are early signs that this approach is impacting positively on outcomes for these children.

Overall quality of learners' achievements

- Children's achievements both in and outwith school are valued and celebrated at whole school assemblies and through social media. Children are proud of their individual and collective achievements. Teachers track children's participation in afterschool clubs and outside activities. They identify quickly children who may be at risk of missing out. A majority of P7 children lead lunchtime clubs to provide opportunities for children who cannot attend activities afterschool. As a result, almost all children attend at least one club or activity. As a next step, staff should now support children to recognise the skills and attributes they develop through their participation. This will build upon their recent work on meta-skills and support children further as they evaluate their learning and progress.
- Children in P3 and P4 develop well their choral singing. A majority go on to build on those skills in the successful school choir, performing in a range of events. Children demonstrate strong skills, as confident, resilient music performers.
- Children contribute positively to the wider community. They are active members of St Bernadette's Parish Church, visit the local care home and raise money for local, national and international charities. Children are rightly proud of their contributions to improving experiences for the people who live in their area and beyond. They are growing in confidence and demonstrating valuable skills in teamwork and citizenship.

Equity for all learners

- All staff are acutely aware of the challenges children and families in their community may face. They are particularly mindful of the impact of the rising cost of living on families. When planning opportunities to enrich the curriculum, they ensure financial constraints do not prevent any child from participating. This ensures no child misses out. Senior leaders and partners discreetly signpost families to a wide range of organisations for support.
- The headteacher has effective plans in place for PEF. She has identified clearly the attainment gaps that exist. Additional staff, funded through PEF, deliver interventions for targeted children and universal support for all. Senior leaders and staff review a range of data effectively to measure the impact of PEF on gaps in children's learning and attainment. There is clear evidence that PEF is accelerating progress in closing the poverty related attainment gap.

Practice worth sharing more widely

The headteacher has a well-established approach to partnership working. Staff and partners provide highly effective support to children and families to improve wellbeing. Strong links with Community Learning and Development colleagues impacts positively on children and families within the school and local community. Children and families access a wide range of universal and targeted support.

Approaches to professional learning are impacting positively on outcomes for children. All staff engage in relevant, high-quality professional learning with a strong focus on learning and teaching. They implement well-informed, sustainable changes that lead to consistent, quality learning experiences for all children. Teachers are reflective practitioners who work very well together to ensure continuous improvement.

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.