

Summarised inspection findings

Culter School and Nursery Class

Aberdeen City Council

11 February 2020

Key contextual information

Culter School is situated in Peterculter, on the outskirts of Aberdeen City. The school is part of the Cults Academy Associated Schools Group. The school roll in October 2019 was 321, forming 14 classes. The senior leadership team comprises the headteacher, two part-time deputy headteachers and two principal teachers. Almost all children live in Scottish Index of Multiple Deprivation (SIMD) deciles 6 and above, with the majority in SIMD deciles 8 or 10.

1.3 Leadership of change

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 school's values of caring, understanding, learning, teamwork, enthusiasm and resilience (CULTER), have been created in consultation with children and staff, and shared with parents. The vision, values and aims have children's wellbeing as a core feature and are central to the drive for improvement across the school and nursery. Most children can talk about the values and how these relate to aspects of their learning and the wider life of the school. This results in an inclusive and respectful climate for learning.
- All staff demonstrate a strong commitment to children and their families. They have a clear understanding of the context of the school and the local community. This knowledge is considered alongside national priorities and evidence from self-evaluation activity, in identifying areas for improvement. These priorities are agreed in consultation with staff and children and reflect the views of the community. Senior leaders need to involve parents further in identifying areas for improvement and evaluating the work of the school.
- The headteacher promotes a culture of wellbeing and care within the school. She nurtures positive relationships amongst all staff which result in a strong sense of teamwork and a willingness to collaborate and support each other in developing practice. Wellbeing continues to be a focus in the school improvement plan. Senior leaders and staff lead effectively improvement and change in this area. Senior leaders should introduce a greater sense of rigour to the quality assurance and evaluation of planned improvements in learning and teaching. They need to have a more accurate reflection of the necessary areas for improvement to continue to raise attainment for all children.
- Annual professional review and development meetings identify staff strengths and areas which individuals would like to develop further. Almost all staff are keen to undertake professional learning. Teachers should engage further with current, research-based pedagogy to improve consistency of practice. In doing this, they should ensure a focus on achieving a shared understanding of high quality learning and teaching. Senior leaders need to evaluate systematically the impact professional learning has on the work of the school and how it supports improvement priorities.

- Staff at all levels are encouraged to take on roles of additional responsibility and leadership across the school. This includes leading the school's 'Pupil Voice Groups' and developing areas of the curriculum. Staff share the progress of working groups during professional dialogue sessions planned throughout the year. Recent work on skills development with another school shows positive signs of improving children's understanding of skills and the world of work. Senior leaders and teachers use 'How good is our school? 4th edition' to support aspects of self-evaluation, however more critical staff reflection is needed to support further improvement. Staff should look at practice outwith their own school to help them gain a clearer understanding of national standards and expectations and improve the accuracy of self-evaluation activity. They would benefit from developing further their confidence in analysing a range of data to identify attainment gaps, and how best to address these.
- All children participate in pupil voice groups. These groups provide children with contexts for learning and opportunities for leadership within whole school initiatives. The curriculum is enhanced by the work of these groups which focus on areas such as numeracy, creativity, digital technologies and outdoor learning. Children articulate clearly how they contribute to decisions and improvements in the school. Teachers should ensure that the skills developed within these groups are built upon in order to raise further attainment and achievement. Children share the work of their pupil voice group with peers and parents using a 'you said, we did' format. They are proud of their achievements as a result of their pupil voice groups.
- The school participates in the Young Leaders of Learning (YLL) programme. They use 'How Good Is OUR School? (HGIOURS)' as a framework for evaluation. This engages successfully children in evaluating the work of the school and in school improvement. The YLL have worked with other schools to develop their understanding and share ideas. The headteacher recognises the value of using HGIOURS with all pupil voice groups, to increase further the role all children take in self-evaluation and leading improvement. This should include a focus on increasing opportunities for children to lead their own learning.
- Staff are aware of the local context and the individual circumstances of children and families. There is a clear rationale for the use of the Pupil Equity Fund (PEF). Staff use well-judged and carefully monitored interventions and resources to improve literacy, numeracy and health and wellbeing for targeted groups of children. These have a positive impact on the children involved. Senior leaders need to ensure that the approaches taken to provide inclusive and equitable learning and raise attainment, also support those learners who require more challenge in their learning to improve and achieve to their fullest.
- The headteacher is supported well by the wider leadership team and all staff. Collectively, they have dealt with a number of extenuating circumstances over recent times which have had a negative impact on the school's leadership capacity. However, the headteacher and staff have worked well as a team to ensure the continued smooth running of the school. Together, they have identified a number of areas for improvement with health and wellbeing as a key focus. The pace of change in areas of learning, teaching and assessment has been slower than planned. Senior leaders recognise that this should be the key priority. The headteacher should continue to support leadership opportunities for all staff, ensuring that they are fully empowered to undertake these effectively. Staff should take stock of current initiatives and evaluate the impact they are having on improving outcomes for children.

2.3 Learning, teaching and assessment

satisfactory

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- The school provides a bright, welcoming learning environment for all. Children are happy, polite, caring and well behaved. Relationships between children and their peers, and children and staff are positive. Children talk enthusiastically about the school's vision of 'never giving up, encouraging others and doing your best'. This focus is evident across the school. Almost all children understand the rights of the child and talk about this within their learning. Almost all children develop a range of skills through participation in pupil voice groups. For example, teamwork, making informed decisions and problem solving. Children know that their views are sought, valued and acted upon.
- Children enjoy learning through a range of indoor and outdoor contexts. In a few classes, the context for learning is used well to support children to use and apply higher order thinking skills. This needs to become more consistent across all lessons. Most children would benefit from more appropriate pace and challenge within lessons to raise further their attainment. Increased opportunities for children to apply their learning in unfamiliar contexts should be planned to provide depth in learning for all children.
- A few children talk about the purpose of lessons and the majority of older children can link this to the world of work. All children would benefit from more opportunities to identify and discuss what they need to do to be successful. In all classes, children work independently, with a learning partner or in a group. A few children require support to work independently effectively. In a few classes, children have opportunities to lead their own learning. This needs to become a more consistent feature of learning across the school.
- Teachers use digital technology increasingly to support teaching and enhance learning in all classes. Older children can explain how digital skills impact on learning, life and work and use digital applications to access and share learning. Children across the school access digital approaches to learning in maths which motivate and provide challenge. Staff should use digital technology to develop children's digital skills more progressively and to provide them with more choice in their learning.
- Play-based learning in the early years classes needs to be reviewed. Staff should develop further their approaches to play to support depth, challenge and progression in learning. Too many children are engaged in play activities which do not further their learning. Staff recognise the need to engage further with professional learning and visit other establishments to support improvement in this area.
- Whole class teaching is evident in most lessons. Almost all lessons across the school are overly teacher directed. All children need to become more independent in their learning. Whilst children requiring additional support engage in learning that is tailored to their needs all children need to experience learning that is well-matched to their abilities to secure progression

in learning. In addition, staff should ensure children build effectively on their prior learning as they move through the school. Whilst attainment across the school is good, teachers need to use feedback and assessment more effectively across the curriculum to ensure all children are making the progress of which they are capable. Improved assessment and feedback is required to support children to identify their own next steps in learning.

- In a few classes, children use self- and peer-assessment effectively as part of their learning. As a result of teachers' professional learning to improve feedback in writing across the school, most children talk confidently about their targets for writing. This practice needs to be developed across all areas of the curriculum.
- Teachers use a range of summative and formative assessment approaches. Whilst formative assessment strategies are evident in every class, all teachers need to ensure that they use these to support effectively children's learning. Teachers should ensure that children can apply their learning in new and unfamiliar contexts as part of their approach to assessment. The school should continue with plans to develop high quality assessment as an integral part of learning and teaching. Staff should develop a clear, shared understanding of how to make best use of assessment evidence alongside the National Benchmarks to plan effectively for children's progress.
- Teachers are becoming familiar with the National Benchmarks through the use of progressive learning pathways. They work closely with stage partners to plan and evaluate learning. Staff recognise the need to work collaboratively with colleagues across levels within the school, as well as with other schools, to develop a better understanding of standards. They need to improve the reliability of their professional judgements of progress and achievement.
- Staff gather a range of assessment data in order to monitor and track the progress of individual children. The senior leadership team meet regularly with teachers to discuss individuals and review targets across classes. Whilst a significant number of children are predicted to achieve appropriate levels ahead of time, this is not always reflected in planned learning activities within classes. The senior leadership team should continue to provide appropriate challenge to all staff during tracking meetings and through quality assurance, to ensure all children make the best possible progress. The senior leadership team and teachers should work together to ensure that the data they track is supporting and enhancing learning and teaching, ensuring a continued focus on raising attainment.

2.2 Curriculum: Learning pathways

- Staff have identified the essential key elements of the curriculum rationale to support children to engage in learning. Staff are implementing a three year curriculum plan which aims to develop the four capacities in all children through a range of teaching approaches. This aspiration is yet to be achieved. A small sample of parents and pupils were involved in consultation in order to create a curriculum design overview. Staff should continue to develop and embed the rationale to ensure it reflects and supports the context of the school and its local setting.
- The school has implemented recently progressive pathways across all areas of the curriculum. These allow staff to plan across all curricular areas linked to relevant experiences and outcomes. The pathways identify resources to support learning. As planned, teachers should identify relevant contexts for learning which support children to apply their skills and knowledge and ensure depth of learning. All staff are aware of their role in developing health and wellbeing across the curriculum and are effective in carrying this out.
- Senior leaders and staff have recognised the need to introduce progressive pathways across the early level to ensure more effective transitions in learning from nursery to Primary 1. They need to recognise and build on prior learning.
- Teachers use the school's three year rolling programme of contexts for learning to ensure effective coverage of experiences and outcomes in all curricular areas. The school plans to review this approach at the end of this session. Moving forward, staff should ensure that this approach to planning supports children to make relevant and cohesive connections in their learning.
- Teachers use increasingly the outdoor environment to enhance children's learning experiences across the curriculum. Children talk enthusiastically about these activities. The 'Outdoor Learning Pupil Voice Group' are proud of their role in supporting improvements in this area. For example, in designing playground games and planning outdoor learning days. Staff should continue to explore ways of using the local community as a context for learning.
- Specialist teachers support children's learning effectively in physical education and art and design. Children learn French across the primary stages as part of the 1+2 languages initiative. Staff are at the early stages of implementing a skills progression devised in partnership with another school to support children's awareness of the world of work. In a few lessons, staff make links between the relevance of learning and the skills required for life and work.

2.7 Partnerships: Impact on learners – parental engagement

- Almost all parents are positive about the work of the school. They feel comfortable approaching staff and appreciate that the school has an open door policy. Most parents report that any concerns are dealt with quickly. Staff provide parents with a range of opportunities for involvement in the life of the school and their child's learning. Different events such as open days, parents' evenings and curriculum workshops are organised to share learning with parents. For example, a recent event provided information about approaches to support wellbeing. Feedback from parents indicates that they would welcome more opportunities to learn together with their child.
- A significant minority of parents would like more information from the school on how to support their child's learning at home. The school is implementing a new digital system to share information regarding children's progress and achievements with parents. This should include sharing clear and appropriate next steps with both children and parents. Senior leaders should continue to develop and evaluate the approaches being used to engage parents in their child's learning.
- The Parent Council supports a variety of fundraising events throughout the session. There has been limited involvement of the Parent Council in the development and implementation of improvement priorities. The Parent Council is working to extend and widen its representation and develop further its role in the school improvement process. Parents are unsure whether their views are taken into account when decisions are made. The headteacher recognises the benefit of communicating clearly to parents how their feedback influences change.
- Parents contribute regularly to the work of the school through visiting classes to talk to children about their jobs or role in the community. They highlight to the children the skills required to undertake their role. Staff and children value this involvement.

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

- Culter Primary School has a friendly and welcoming ethos where almost all children feel safe, happy and included, and are keen to come to school. This is underpinned by the school's shared vision, values and aims. Staff know children and their families very well and respond promptly to any concerns about their wellbeing. Children are polite and respectful. They speak confidently to visitors and take pride in their school. Almost all children agree that they learn how to treat others fairly and that teachers treat them with respect.
- Relationships across the school are positive and supportive. As a result, almost all children feel cared for and valued. Commendably, the school holds a Gold Award for being a Rights Respecting School. In all classes, class charters are linked to rights and most children can talk about what that means for them. Staff should review their behaviour management policy to ensure it reflects the positive school ethos, commitment to rights and current guidance.
- Teachers and support staff have a good understanding of the Getting it right for every child (GIRFEC) wellbeing indicators. Almost all children are familiar with these indicators and understand how these contribute to their own wellbeing. Professional learning has supported all staff to develop their understanding of children's emotional health. Children talk about their own circumstances and what actions they can take to ensure their wellbeing. Older children support younger children to recognise and understand the wellbeing indicators by linking them to superheroes.
- Improving the wellbeing of children is a central feature of the work of the school. Supported by PEF interventions, children are developing a range of effective strategies to enable them to make improvements to their own wellbeing and that of others. The school develops children's resilience and emotional literacy well through class teaching, targeted group work and individual support. Most children speak confidently about their emotional health. Emotions check-ins take place in all classes and support children in recognising how their feelings impact on their actions and overall wellbeing. This is improving children's readiness to learn at points of transition throughout the day. Across the school, almost all children know there are adults with whom they can discuss and share any worries. Almost all children feel that the school is teaching them to make healthy choices.
- A three year overview and progression framework supports staff in the effective delivery of the health and wellbeing curriculum. All staff have a shared understanding of their responsibility to develop health and wellbeing across learning. Staff working groups and pupil voice groups take forward aspects of the school improvement plan linked to this priority. Children speak enthusiastically about their involvement in activities that have led to changes. These include a competition to create a new healthy soup option in the school canteen and an increased awareness of sugar in drinks which resulted in healthier options being made available.

- All children receive their entitlement to two hours quality physical education each week. Across the school, all children have the opportunity to walk or run for ten minutes every day. Children speak positively about the physical and social benefits of this activity. The school also provides a wide range of activities for children to engage in physical activity at lunchtimes and outwith the school day. Through these opportunities, children are developing an awareness of the importance of physical activity. They have an increased interest in sports and a more active lifestyle. This is having a positive effect on relationships when children are at play, helping to foster positive values of respect and care.
- Older children gain valuable leadership skills through their roles as Sports Leaders, Peer Mediators and buddies. Partnerships with Active Schools and local community groups support children to engage in sports activities. For example, children develop skills in yoga, running, golf, cricket, dance, basketball and tennis. Children talk enthusiastically about participating in local sports festivals and competitions. Data provided by partners indicates a high percentage of children participate in the activities available.
- Almost all children participate regularly in a wide range of clubs at lunchtime. For example, staff organise a book club, writing club, cookery class and arts and crafts club. This session, an increased number of children are involved in an accreditation award scheme which helps develop skills and confidence. The school tracks attendance and participation in clubs and activities. Analysis of this supports staff in identifying patterns and trends over time. This results in children who may be at risk of missing out, being involved in activities which are of interest to them. The school is at the early stages of helping children track their own participation in such activities. They should track the skills children develop, including those for learning, life and work. Children need to identify how the skills they are developing support and enhance wellbeing and learning.
- The senior leadership team has a good understanding of statutory requirements in relation to wellbeing, equality and inclusion. Staff receive regular updates to maintain a clear understanding of their responsibilities in relation to these. Children requiring additional support are promptly identified and have appropriate interventions in place as a result of the effective staged intervention model used by staff. The support for learning teacher provides valuable advice and guidance to class teachers and support staff, ensuring that the needs of children who face barriers to learning are well met. Staff develop individualised plans for children who require additional support with their learning. Parents, and children where appropriate, contribute to these plans and meet regularly with staff to review them. This helps both children and their parents understand the progress being made and children's ongoing learning needs. Plans for universal support for children are in place in all classrooms. Teachers demonstrate varying degrees of confidence in meeting the learning needs of all the children in their class.
- The school works effectively with a wide range of partners, such as speech and language therapists, psychological services and outreach services, which help individual children address barriers to learning. Partners speak positively about their contribution to improving outcomes for children and understand how their involvement supports the school's priorities, especially with regard to improving health and wellbeing. Partners are involved regularly in evaluating the joint work they undertake with the school.
- Pupil support assistants (PSAs) work well with children, providing a valuable role in supporting children with additional support needs to access their learning in class. This creates a culture where children are supported to achieve and enjoy success in their learning. Staff should enable children to become more independent in using their identified strategies.
- Commendably, staff regularly review the school's health and wellbeing curriculum. In response to the changing nature of families and society, staff have identified the need to update their

relationships, sexual health and parenthood programme to ensure it is relevant and inclusive for all children and families. Teachers are keen to develop a robust equality and diversity policy. Class charters and new resources reflect this. Most children speak confidently about their understanding of equality and diversity and how they can challenge discrimination and stereotypes.

- The school is at the early stages of implementing a whole school resilience programme. Although this has not yet been fully evaluated, there is evidence that this helps children to deal with their emotions and their readiness to learn.

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 numeracy is good. Most children are supported well in their learning at home which contributes significantly to their progress and attainment in school.
- The school gathers attainment data for literacy and numeracy which is becoming increasingly accurate. The data indicates that by the end of Primary 1, almost all children achieve early level in listening and talking and numeracy. Most children achieve early level in reading and writing. Overall, most children make appropriate progress in literacy and numeracy at first and second level. Staff need to engage further in moderation activity to increase the reliability of assessment data overall.

Attainment in literacy and English

- Overall, almost all children are making good progress in literacy and English, with a significant number of children making very good progress.

Listening and talking

- Across the school, almost all children are making good progress in listening and talking. Almost all children contribute well to group activities and take turns when responding to adults and peers. They show respect for one another's ideas and are articulate. At early level, almost all children listen attentively. Most talk confidently in a group or class situation when sharing their ideas and learning. At first level, most children contribute appropriately when engaging with others. Most children identify a few ways to engage an audience. At second level, almost all children contribute confidently to group and class discussions, sharing relevant ideas, information and opinions. They show respect for the views of others and use questions to clarify points or gather others' ideas. Children are less clear on what they need to do to improve in order to build on previous learning and develop further their skills in listening and talking.

Reading

- Across the school, almost all children are making good progress in reading. Children talk with enthusiasm about texts they have read and about their enjoyment of books. At early level, most children identify a number of initial sounds and are beginning to blend these together to make simple words. Almost all children engage with texts being read to them and answer simple questions about events. At first level, almost all children read aloud with confidence and add expression to show their understanding of the text. They share and explain their preferences for particular texts and their favourite authors. At second level, almost all children read with fluency and expression and confidently share their preference for particular texts and authors. Almost all children identify key features of texts that are used to engage the audience effectively. A few children need to develop their skills in answering inferential and evaluative

questions based on more challenging texts. A significant number of children across the school are capable of even greater progress.

Writing

- Across the school, almost all pupils are making good progress in writing. A minority of children are making very good progress. At early level, most children explore patterns and sounds through a range of activities. They create stories and share ideas through talking about pictures and role play. At first level, almost all children use simple punctuation accurately and spell commonly used words correctly. Most children start sentences in a variety of ways to engage the reader. Almost all children use identified strategies to improve their writing. At second level, almost all children talk confidently about the features of different types of writing that help engage the reader. Almost all children use a range of punctuation accurately. Most children use more complex vocabulary effectively to enhance their writing. Children across the school need to develop their skills in writing across the curriculum and for a range of purposes.

Attainment in numeracy and mathematics

- Almost all children are making good progress in numeracy and mathematics.

Number, money and measurement

- The majority of children achieving early level, recall addition and subtraction facts within 20 and can group and share items. They need to develop a range of strategies to apply this knowledge to real-life contexts. Almost all children use mathematical language well in relation to time, money and measure. By the end of first level, almost all children solve confidently problems involving addition, subtraction, multiplication, division and fractions. All children need to apply this knowledge to a range of relevant contexts. Almost all children at second level solve a range of problems using whole numbers, decimals and fractions. Most children work confidently with money and time. Children are less skilled in calculating area, perimeter and volume.

Shape, position and movement

- Children at early level can name successfully common two dimensional (2D) shapes and three dimensional (3D) objects. Almost all children at first level work well with direction, angle, symmetry and coordinates. At second level, all children draw accurately acute, obtuse, straight and reflex angles. Children across the school need to apply their skills in shape, position and movement to relevant, challenging contexts. The majority of children are capable of more challenging work in this area to support even greater progress.

Information handling

- Across the school, most children extract information from graphs and charts as appropriate to their stage. They need to develop skills to undertake surveys and collect, display and interpret information. They need to develop their digital skills in using databases and spreadsheets. At first level, children are less skilled in probability and in applying reasoning skills. At second level, most children calculate probabilities using percentages. They are less confident in discussing how these skills may apply to real life contexts.

Attainment over time

- The school has attainment data for literacy and numeracy for the past four years. Over this period of time, attainment has remained largely consistent, with most or almost all children attaining appropriate Curriculum for Excellence levels in literacy and numeracy. A minority of children exceed national expectations. Improved approaches to moderation and self-evaluation are needed to continue to improve the reliability of the range of data available.

Overall quality of learners' achievement

- The school celebrates children's achievements both in and out of school. Older children achieve in accredited awards schemes and a range of competitions and events. This is helping children to grow in confidence and recognise their own strengths and talents. The school has achieved success at both local and national level. All children are proud of these achievements and can link these to the school's vision statement which promotes perseverance, effort and encouraging others.
- Children at all stages are developing a range of effective skills through the varied activities and clubs on offer in the school. There are a variety of leadership roles which children can apply for across the school. As a result, most children talk confidently about the value of skills such as communication and teamwork. They have a good understanding of how they can contribute effectively to their school and local community, and an increasing awareness of their role as global citizens.

Equity for all learners

- Senior leaders and staff use their knowledge of children and families well to ensure all children experience success in learning and in wider achievements. Senior leaders monitor attainment and achievement for all children and plan appropriate interventions to address children's needs. They monitor and evaluate the impact of interventions on the progress of children targeted for support. Data for literacy and numeracy shows improved progress for identified groups and individuals. The PEF has been used to support many of the planned interventions which are having a positive impact on children's progress and attainment.
- The focus on emotional wellbeing and opportunities for wider achievement have resulted in improving children's attendance and increasing their participation in learning. Staff ensure barriers to participation in clubs and sports are addressed and almost all children achieve through extra-curricular activities. Senior leaders track effectively the attainment and achievement of children with additional support needs or those at risk of missing out. They should track more closely the progress, attainment and achievement of children capable of more challenge.

Choice of QI: 3.3 Developing creativity and skills for life and learning

- Creativity skills
- Digital innovation
- Digital literacy
- Increasing employability skills

- Children have opportunities to develop skills for learning, life and work through contexts for learning. Senior leaders recognise that this should be developed further. Commendably, children across the school produced high quality artwork to showcase Scottish artists. They planned successfully an event for parents to attend their art gallery, producing invitations and organising information to accompany their artwork.
- The school is at the early stages of developing the curriculum to support creativity and employability skills. Children in two classes have worked well in partnership with another school to create a video that identifies and exemplifies jobs in the local community. As a result, the children involved gain a clearer understanding of the relevance of their learning to future career opportunities. This video will be shared with children across the school.
- All children are developing employability skills within pupil voice groups, which include a digital literacy group and a creativity group. The next step for these groups is to develop further, skills for learning, life and work for all children across the four contexts for learning.
- Children use their digital skills well to access online learning across the school. Progression frameworks include guidelines for developing digital literacy. All teachers should plan for this learning within relevant and engaging contexts. Currently, the use of digital technology is overly teacher-directed. Children need to be supported to make more informed choices about how they use technology.
- Staff do not yet develop children's skills for learning, life and work in a progressive and coherent way across the school. Staff need support to help them address this as part of the school's curriculum review. Senior leaders should continue with plans for staff to engage in professional learning with Skills Development Scotland, the Career Education Standards and Education Scotland Creativity materials.

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.