# Summarised inspection findings

**Campie Primary School**

East Lothian Council

27 August 2024

# Key contextual information

Campie Primary School and Nursery Class is located in the Fisherrow area of Musselburgh in East Lothian. The current school roll is 359 children in the primary stages across fourteen classes and 54 children attend the nursery. Just under 30% of children attend the school on a placing request. A few children reside in Scottish Index of Multiple Deprivation (SIMD) 1 and 2. In 2023/24, the school received £55,125 from the Pupil Equity Fund (PEF). The headteacher has been in post for just over eight years and is supported by two depute headteachers. Post-pandemic, the school community have experienced several significant events which have impacted on their wellbeing and many aspects of the school's work.

| 1.3 Leadership of change | satisfactory |
|---|---|

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 whole school community developed the school's vision and values several years ago and has recently reviewed the values to ensure that they are still relevant. Staff, children and families are familiar with the values of nurture, respect, resilient, sustainability, challenge and creativity. These values are referenced and used regularly in aspects of the school's work, such as in assemblies and during most lessons. Senior leaders support children's understanding further by leading activities that explore each value in depth on a regular basis. This is helping children to make links between the values and a range of experiences. Senior leaders should now consider involving the school community in a review of the vision statement to ensure that it is still relevant.

■ Senior leaders and staff have a thorough knowledge of the socio-economic context of the local community. They understand the challenges facing children and families and reflect on the reasons for trends and patterns in the demographic of the school catchment area. They use a range of methods to gather information about the work of the school and the extent to which staff are meeting the needs of children. This includes involving teachers in identifying priorities for improvement and seeking feedback from children. Senior leaders should now consider how to involve all stakeholders more fully in the process.

■ Senior leaders produce an annual improvement plan which identifies key areas that staff will work on over the course of the session. It includes specific actions and measures of success. They have also created helpful and bespoke versions of the plan for parents and for children. This helps to ensure that stakeholders are aware of the improvement agenda. Staff and senior leaders review the plan at regular intervals to monitor progress towards expected outcomes. They provide brief written updates on progress to parents via Parent Council meetings and newsletters. Senior leaders now need to ensure that they use data more effectively to identify the most important priorities for improvement. They should ensure that all staff are involved more fully in this process. Senior leaders need to review the number of improvement plan targets and ensure they are achievable with the resources and time

available. Senior leaders and staff need to work together more closely to evaluate the impact of the plan using a range of evidence.

- Senior leaders have developed a quality assurance calendar and they use a variety of quality assurance activities to gather evidence about the school's work. For example, gathering staff's views using surveys and joining learning trios. They also use How Good Is Our School (4th edition) to reflect on specific quality indicators and participate in local authority shared observations of learning. These quality assurance activities are helping them to evaluate their work and identify areas for improvement. Senior leaders now need to extend and formalise their quality assurance processes. They should ensure that core tasks take place on a regular basis. This includes observing learning and teaching, monitoring children's work and reviewing teachers' medium and long term planning. Senior leaders should now provide specific evaluative feedback to individual staff and identify collective areas of strength and development needs. This will support improvement, provide evidence of progress and help to inform next steps.

- Senior leaders have developed a strategic plan to use PEF to close poverty related attainment gaps. They have prioritised additional staffing to increase support for learning. Senior leaders inform the Parent Council about the plan. Senior leaders now need to use data and resources more effectively to ensure that additional funding supports children who are most disadvantaged by their socio-economic circumstances. They should develop further their tracking and monitoring system to ensure that they can evidence clearly the impact of interventions. Senior leaders need to ensure that all stakeholders are fully consulted on expenditure and are given relevant information about progress made.

- Each member of the senior leadership team has responsibility for taking forward aspects of the improvement agenda. They support each other well and engage in regular professional dialogue about strengths and development needs in different areas of the school's work. They have led a range of school improvement initiatives successfully, including recent work on addressing bullying. Senior leaders ensure that teachers have access to appropriate professional learning. Teachers are developing greater skill and confidence in specific aspects of learning and teaching. Senior leaders now need to ensure that support staff are also given appropriate training opportunities that will support them in their role. This will help the team to work together to deliver improved outcomes for children.

- All teachers are part of a professional action group (PAG). These groups have developed and taken forward improvement activity in relation to learning and teaching, behaviour and writing. Over the course of the session, the PAGs have produced draft policies that are being piloted as small tests of change. The work on writing specifically, is having a positive impact on outcomes for children. Senior leaders now need to take a more active role in supporting these groups and build in interim reviews of direction and progress. This strategic support will help to ensure that the outcome of this work meets the identified needs of the school. Senior leaders should ensure that staff who are not directly involved in each PAG are aware of current developments. This will help everyone to feel fully informed and involved in decisions that affect the school community. Senior leaders should consider how to involve support staff more fully in taking forward school improvement activities.

- Children have opportunities to lead change and improvement in the school. For example, they instigated initiatives such as the 'Happy Room' and 'Get Campie Singing', which have made well-established and positive changes to children's experiences. Staff welcome these contributions and offer children support and encouragement to make their ideas a reality. Senior pupils take on roles that involve promoting children's rights and road safety. These children can speak about the contribution they make to the school. They can identify the communication and planning skills they have developed. There is significant scope for

children across the school to take a more active, well-planned and frequent role in leading change and improvement. Senior leaders should ensure that pupil leadership groups have regular opportunities to meet and are supported effectively to agree, action, evaluate and share their contribution to school improvement.

- Senior leaders have been pro-active in encouraging parents to influence school improvement. Most parents feel comfortable to approach staff with ideas and suggestions for improvement and a significant minority feel that their views are taken into account. Senior leaders work effectively in partnership with the Parent Council. This group make an important contribution to the life of the school. They organise fundraising, support equity and provide feedback on issues such as transition arrangements, health and safety and school resourcing. Senior leaders should involve the Parent Council more fully in consultation about the use of finances and develop further their role in supporting the school improvement agenda.

| 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

- Across the school, children benefit from a welcoming environment. They are proud of their work which is displayed attractively in all areas of the school. Relationships between staff and children are positive and caring. Most staff refer to the school's values to support children to refocus and engage appropriately in their learning and in their interactions with one another. The vision and values are underpinned by the school's commitment to raising awareness of children's rights and as a result the school achieved the 'Silver Rights Respecting School Award'. The school values are discussed and celebrated effectively during assemblies, on displays and through social media.

- In most classes there is a calm and inclusive ethos. Children are polite, enthusiastic, and eager to learn. Most children listen attentively and work well in pairs and small groups. In most lessons, teachers use a variety of teaching approaches well to engage children in learning activities. This includes using digital technology and providing outdoor learning experiences, such as local trips to museums and areas of natural interest. At all stages, children would benefit from increased challenge and relevance by making links to real life contexts. This would help to enhance and extend their learning. Teachers should support children to lead and extend their own learning and provide children with more opportunities to make choices about how and what they learn.

- Senior leaders and staff recognised the need to improve children's behaviour. A few teachers are undertaking a small test of change and are following a new relationships procedure. This draft document details clear expectations, procedures and advice on how teachers should manage incidents. Senior leaders and teachers should now review this strategy with all staff, parents and children. They need to reflect on whether the new approach is aligned with the school values and is supporting children to manage their behaviours. The 'Happy Room' has been introduced following consultation with children. This area is staffed at playtime and lunchtime and offers all children the opportunity to choose to play indoors at break and lunch if they require a safe, quiet space. This is resulting in reduced instances of conflict in the playground at breaktimes. Almost all children behave well most of the time.

- Across the school, teachers need to improve the structure and pace of learning to ensure all children are engaged actively. In most lessons, a few children become distracted when the learning is overly teacher led. Senior leaders should now work with staff to reduce the amount of teaching time that is lost during the school day. This includes avoiding spending too much time on soft starts, snack times, and personal reading time. Staff need to ensure that all children receive their full entitlement to a broad, general education.

- The school library is a vibrant, welcoming space which encourages children's motivation to read. The 'reading chair' is a stimulus which engages children and promotes reading for

pleasure. Senior leaders are consulting with children and parents to provide additional reading materials that promote diversity and equality.

■ In almost all classes, teachers are developing their use of digital technology effectively. Most children are successfully developing their skills and confidence in using a variety of technologies such as interactive whiteboards, tablets, laptops, and programmable toys. All children enjoy using a range of relevant online resources including educational games to extend and consolidate their learning.

■ Children at the early level have daily opportunities to learn through play. Teachers are beginning to develop their skills and approaches in this area of work. They have collaborated across the P1 stage to create a stimulating and creative environment to support opportunities for free play for all children. Teachers should continue to engage with national practice guidance around play pedagogy. This will support them to develop further the learning environment and consider the role of the adult in providing high-quality interactions during play.

■ In almost all lessons, teachers' instructions and explanations are clear and they share the purpose of learning. As a result, most children know what they need to do to be successful. Teachers should now support children to co-create the steps to success. This will help children to develop further their understanding of their own progress. Most teachers use skilled questioning to elicit understanding.

■ In most classes teachers make effective use of assessment techniques to check for understanding. A few teachers use written feedback well to support children to know when they have been successful and to identify their next steps in learning. Senior leaders should support all teachers to develop an agreed approach to providing high-quality feedback which supports children's learning across the curriculum. This should include giving children increased opportunities to review their own work and that of their peers.

■ Teachers use a range of standardised and school-based assessment approaches to check children's understanding and progress. The majority of teachers use this information effectively to inform how they plan for individual children and groups. There is significant variation in how well teachers analyse and use this information to inform children's next steps in learning. The quality of assessment is too variable across the school. This is impacting on the reliability of teachers' professional judgements on children's progress. Senior leaders now need to support all staff to develop their understanding of the moderation cycle to ensure professional judgements are fully reliable and robust. This should include opportunities to moderate children's assessment standards with colleagues in school and beyond. This will help to improve teachers' confidence and reliability in aligning children's progress against national standards and expectations.

■ Most teachers plan effectively using a recently introduced new planning format. This is supporting teachers to plan appropriate learning opportunities and assessments for children based on prior learning. The senior leadership team should ensure that all teachers are supported to use effectively the school templates for medium-and long-term planning. This will help to provide greater consistency of approaches to planning and delivering high quality learning and teaching across the school.

■ Senior leaders and teachers discuss children's progress at attainment meetings twice a year. Senior leaders are beginning to use data more effectively to identify how well groups and cohorts of children are progressing. They should now develop this approach further to identify successfully how well groups of children are progressing. This includes children who are facing potential barriers to learning, such as their socio-economic circumstances, or

children who have a home language other than English. This will help them to identify how effectively they are meeting the needs of all children and are closing the poverty related attainment gaps.

## 2.2 Curriculum: Learning pathways

■ Senior leaders have identified the need to update the school's curriculum rationale, as a priority. The curriculum rationale should be created in consultation with staff, children and other partners and stakeholders in the school community. Senior leaders and teachers should consider how the unique features of the school, its location and context can be reflected in the curriculum rationale and in the learning in the school. Senior leaders need to support teachers to make more effective use of learning pathways across all curricular areas.

■ Senior leaders are developing a more consistent approach to planning the skills being developed and the contexts children will learn in across the school. This work should continue to enable greater coherence across all stages in the school.

■ Children experience modern languages in line with the Scottish Government's 1+2 modern languages policy. Children across the school are confident in using common words and phrases in French, and at the upper stages, they also learn Spanish.

■ All children across the school have two planned Physical Education (PE) lessons per week. Through these, children are developing effective physical skills in PE, and also in teamwork and co-operation. Staff should now review PE timetabling arrangements to ensure that the children receive their full entitlement to two hours of PE per week.

■ Most classes make use of the outdoor environment for learning routinely. Children experience regular opportunities to learn beyond the school. Teachers should continue to develop a skills pathway to ensure outdoor learning is well planned, coherent and more embedded in children's learning experiences.

■ Teachers plan religious and moral education using local authority guidance and learning is supported through visits to North Esk Church to celebrate events such as the Harvest Festival. Teachers should continue to develop the children's experiences of diversity, faith and the religions of the world. Teachers should continue to develop the work which has been done in relation to children's rights to celebrate inclusion and diversity.

■ Senior leaders and staff have introduced a new award to recognise children's efforts in resilience which is one of the school's core values. This resilience award commendably recognises children's endeavours in this area and successfully promotes this important attribute.

## 2.7 Partnerships: Impact on learners – parental engagement

■ The school has close relationships with a number of partners in order to improve outcomes for children. These partnerships include with East Lothian Young Carers and the Active Schools coordinator. A range of partners work with staff and parents to support the planning for children. These partners include the link educational psychologist, school nurse and staff from Musselburgh Grammar School.

■ Staff communicate regularly with parents. This communication is mostly through an online system which staff use to advise on upcoming events and highlight learning in classes. The headteacher also publishes regular newsletters to advise parents of events that are happening across the whole school. A minority of parents feel that aspects of communication, including timing and consistency of messaging, needs to improve. In response, senior leaders have developed a draft communication policy. They should work with the parent forum to implement and evaluate this policy to improve specific aspects of communication.

■ Senior leaders and teachers provide regular opportunities for parents to attend the school and share in their child's learning. This includes invites to assemblies, where all parents across the school can celebrate children's achievements.

## 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 | satisfactory |
|---|---|

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 at the school have a sound understanding of the importance of building positive relationships with children. Most staff demonstrate care and nurture through their interactions with children. Most teachers have a clear focus on the school values. This helps children develop a thorough understanding of the importance of the values. In particular, children understand well the concepts of resilience and respect.

- Senior leaders analyse trends in children's attitudes about wellbeing topics including health, safety and social issues. Sources of information include, for example, the authority wide 'student evaluation of experience' survey which is completed by children in P6. Senior leaders use all of the information gathered to inform effectively aspects of the health and wellbeing (HWB) curriculum. Across the school, children learn about staying safe and discuss relevant personal and social issues. In the early stages, children understand through play, including role-play, the purpose of emergency services and how they help us. Children at all stages now need support to develop more fully their understanding of the wellbeing indicators. Staff should familiarise children with the language they need to discuss, evaluate and improve their wellbeing successfully.

- Most children say they feel safe at school and have an adult they can approach if they are upset or worried. Recently, senior leaders identified that a minority of children and parents had concerns about bullying. As a result, they undertook research to find out where and how children experience incidents. They issued questionnaires to adults and children, then used the high-quality information provided to build a series of well received assemblies and whole school strategies. Assemblies with parents and school newsletters focused on defining bullying, role-modelling positive behaviours and encouraging open communication with the school. Children played a key role in identifying useful strategies which would help them feel safe in school. All children participated in devising a list of pledges which include 'tell an adult if we experience or see bullying' and 'listen and believe it if someone says 'no' or 'stop''. Children are now able to discuss confidently how to help eliminate bullying and are learning about the definition of bullying. They understand that some situations are upsetting, but not necessarily stemming from bullying behaviour. Through lessons and assemblies, children are learning successfully to increase their resilience when they find situations frustrating or difficult. Staff should continue to monitor allegations and incidences of bullying and measure the impact of these interventions.

- Across the school, almost all children understand the concept of children's rights and the importance of protecting the rights of others. Teachers discuss the United Nations Convention on the Rights of the Child (UNCRC) and each class concentrates on a 'right of the week'. School staff inform parents of their work on the UNCRC through social media and on notices across the school. Children feel confident in discussing their rights. The school's promotion of

children's rights is helping children to understand each other's concerns and respect one another.

- Senior leaders have a clear understanding of their statutory duties and have plans in place for identified children. They track effectively the progress of identified groups of children to focus on a raising attainment. For example, care experienced children or those affected by social and economic pressures, receive additional support, where required, to overcome barriers to learning. Teachers measure children's progress using the wellbeing indicators and update plans at regular intervals. They are responsive to children's needs. Senior leaders provide ongoing advice as required and ensure children's targets remain appropriate.

- Senior leaders are working currently to continue to reduce the number of exclusions in the school. This has fallen over the past five years but remains above national exclusion levels. In 2022/23, children's overall attendance rates improved to being in line with the school's stretch aims, agreed with the local authority. Senior leaders have been working well to maintain contact with families to target low attendance rates. This is proving to have a positive overall impact on attendance.

- 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. Several areas for improvement have been agreed with the school and the school meals provider.

- Senior leaders work well with teachers to identify children with additional support needs. There are effective processes in place to address concerns and provide appropriate levels of support for most children. A majority of children with additional needs achieve their personalised targets and are included well in the life of the school. Teachers meet children's needs well through prompt planning in conjunction with families and local authority partners such as speech and language therapists and educational psychologists. Senior leaders monitor the experience and progress of children with additional support needs and can share evidence of progress for most identified children. The local authority has a 'single point of access' system, which fast tracks effectively appropriate assistance for children with additional support needs. This is working well for the majority of identified children. A minority of children with additional support needs are waiting too long for more specialist interventions.

- Children's plans vary depending on their level of need. For example, identified children with additional support needs have an Individualised Education Programme. A few children have risk assessments associated with either health or social needs, and others have assessment data and plans associated with communication requirements. All relevant staff are aware of the content of the plans and work well to help meet children's needs. In a few instances, these plans are highly resource-intensive and cannot always be sustained for the whole school day. Senior leaders should work closely with the education authority to consider how best to revise plans to increase inclusion for all children.

- A few children display very disruptive behaviour. This dysregulation needs to be addressed carefully where it occurs to avoid any negative impact on children and staff. A few staff are trained in effective de-escalation techniques and most staff understand the positive impact of building nurturing relationships. A few teachers have undertaken their own research and professional learning to enhance their understanding of working with children with additional support needs. This is helping most children to build positive relationships with teachers and increase their sense of belonging. Working as a team, staff would benefit from revisiting

professional learning and training in this area to help build capacity and consistency across the school. Senior leaders use a proportion of PEF to provide one-to-one support for a few children who struggle to regulate their behaviour in the larger class group. This intervention is effective in supporting children who show serious, persistent disruptive behaviours. As a result, incidents where children have shown highly dysregulated behaviour have reduced.

| **3.2 Raising attainment and achievement** | satisfactory |
| --- | --- |

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**
- In June 2023, most children at early level achieved national expectations in reading, writing and numeracy and almost all achieved in listening and talking. Most children at first level, and a majority of children at second level, achieved national expectations across literacy and numeracy.

**Attainment in literacy and English**
- Overall, most children make good progress in reading and talking and listening from prior levels of attainment. At first and second level, a minority of children make very good progress in reading. At first and second level, most children make good progress in writing. Most children make satisfactory progress in writing at early level.

- The majority of children who require additional support with literacy are making satisfactory progress.

**Listening and talking**
- At early level, children take turns and listen to simple instructions. At first and second levels they listen well to others, respond appropriately to others and answer questions. They can build on what others have said with confidence. At second level, children are able to discuss fact and opinion and to explain the difference between these. Across all levels, children need to develop more confidence when contributing to group discussions. They require more opportunities to talk to different audiences in a range of contexts.

**Reading**
- At early level, children recognise sounds and diagraphs. They use these skills to read simple sentences from a text. They need support to develop their skills in blending letters together and to develop their skills in reading new and unfamiliar words. At first level, children read aloud with fluency and expression. They recognise some features of technical language, for example, similes. At second level, children read with fluency and expression. They discuss with confidence the author's choice of words and can discuss features of language such as simile, metaphor, alliteration and onomatopoeia.

**Writing**
- At early level, children form single letters correctly and attempt to use these letters to write simple sentences. They are beginning to blend letters to form more complex words. Children need increased opportunities to experience more literacy based play activities. At first level, children spell most commonly used words correctly. They write in sentences using capital letters and full stops and can produce more extended pieces of writing. At second level, children are aware of spelling patterns and use these to support their writing. They structure

their writing using paragraphs but need to improve their use of punctuation. Teachers should continue to provide opportunities for all children to produce extended pieces of writing in a wide variety of genres.

## Numeracy and mathematics

■ Overall, most children make satisfactory progress in numeracy and mathematics, from prior levels of attainment. A majority of children at times have gaps in their knowledge of mathematical understanding. Across the school, children need to revisit and apply more regularly their knowledge of numeracy and mathematics. Teachers need to provide learning experiences that are linked to real-life contexts. A majority of children require clearer guidance on setting out and presenting their work. Overall, teachers should review their approaches to planning for learning, teaching and assessment around numeracy and mathematics. Current approaches do not support children's recall and application in a variety of contexts.

## Number, money and measure

■ At early level, children add and subtract mentally within 10. They describe common objects using the language heavier or lighter. At first level, children demonstrate an understanding of place value and rounding. They estimate how long an object is and measure it using appropriate instruments and units. They require further support with fractions and working out change when using money. At second level, children apply their learning and skills confidently in number and money to real-life contexts, such as budgeting. They require support when working with percentages and calculating durations of time. Children would benefit from increased development of mental maths strategies across all levels.

## Shape, position and movement

■ At early level, children describe and sort common two-dimensional shapes and three-dimensional objects (3D) objects. They use words such as forwards, backwards, left, and right when playing simple movement games using programmable toys. At first level, children identify and name 3D objects and discuss their properties confidently. At second level, children understand clearly the relationship between 3D objects and their nets. Across first and second levels, children need to develop their knowledge of angles.

## Information handling

■ At early level, children use their knowledge of colour, shape and size to match and sort objects in a variety of ways. Children working at first and second level identify key information well to answer questions about a range of graphs and charts. Across the school, children need more regular practice in collecting, organising and displaying data. They would benefit from high-quality, enriching learning experiences using digital technologies to apply their knowledge and to develop and consolidate their understanding of key concepts.

## Attainment over time

■ Overall, the pace of children's progress should be improved across all stages. Data provided by the school indicates that whilst attainment in literacy at early and first level has increased over recent years, attainment at second level has decreased. Attainment in numeracy at all levels has decreased, most significantly at second level.

■ Senior leaders and teachers track well the progress of children across the school who require additional support to be successful in their learning. The majority of this cohort of children is making satisfactory progress from prior levels of attainment. Data provided by the school indicates that most children with English as an additional language are achieving nationally expected Curriculum for Excellence (CfE) levels in reading and listening and talking. Most children who have experienced care achieve expected levels in literacy and numeracy.

**Overall quality of learners' achievements**

■ Children's achievements at home and at school are shared and celebrated regularly at assemblies, in classes and through individual 'achievement books'. Parents welcome the school's wider communication of children's achievements through various social media channels. Staff support children to link clearly their achievements to the four CfE capacities and the school's core values. Staff display children's achievements around the school in attractive and well-designed displays. Children feel that their successes are valued and this promotes self-esteem.

■ Staff, children and partners lead a range of clubs, including board games, running, gymnastics and football. Individual children also achieve nationally recognised sporting awards in partnership with the local secondary school. As a next step, senior leaders should monitor participation rates in wider learning activities and track the development of associated skills.

**Equity for all learners**

■ Staff facilitate a uniform recycling initiative. Parents welcome this resource and uptake is positive. The Parent Council fundraises regularly to contribute towards trips and other wider learning opportunities for children. This helps to ensure that no children miss out because of financial constraints. The Parent Council also used successful partnership working to raise awareness of financial benefits and supports that families may be entitled to. This was in response to the current cost of living crisis and provided an important source of information for parents.

■ Senior leaders track the progress and attainment of identified groups of children with potential barriers to their learning. They use data well to highlight and address the needs of the majority of these children. This includes for example, tracking the progress of children who have a home language other than English. Senior leaders now need to review the frequency of formal tracking meetings for children who benefit from supportive interventions. This will help to monitor more closely the effectiveness and impact of interventions and support for targeted groups of children.

■ Senior leaders need to review the resource allocation of PEF funding to ensure that this is helping to close poverty-related attainment gaps and accelerate progress. Currently, attainment gaps overall are showing signs of increasing. A few interventions are supporting children's willingness to engage with school and in their learning. This is improving the attendance of targeted groups of children. There now needs to be a stronger focus on raising attainment.

# 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.