

Summarised inspection findings

Peel Primary School

West Lothian Council

19 August 2025

Key contextual information

Peel Primary School is a non-denominational school situated in the town of Livingston in West Lothian. The school roll is 359 children organised over 14 classes. Most children live within Scottish Index of Multiple Deprivation deciles five to ten. There are 12% of children who are registered for free school meals. The school reports that 11% of children require additional support with their learning. Twenty-five percent of children have English as an additional language. The seconded headteacher has been in post since 2022 and is supported by an acting depute headteacher. The full-time principal teacher (PT) was appointed in 2024, and there is a 0.5 full time equivalent PT.

2.3 Learning, teaching and assessment	very good
<p>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:</p> <ul style="list-style-type: none">learning and engagementquality of teachingeffective use of assessmentplanning, tracking and monitoring	

- Senior leaders and staff have established a warm, caring and inclusive ethos across the school. Relationships are respectful and interactions are positive. Staff know children and families very well. Children are proud of their school and of national accreditation they have achieved for their work on children’s rights. Staff and children promote and demonstrate successfully the school values of kindness, determination and teamwork. Children across the school exhibit consistently high standards of positive behaviour.
- All staff work very effectively together to provide well-organised and attractive learning environments. They carefully consider their use of space to meet the needs of all learners successfully. Children work effectively in pairs, groups and independently. Older children particularly enjoy taking on leadership and ‘buddy’ roles to support younger children. Almost all children are motivated, enthusiastic and engage fully in lessons and activities. All children contribute to the wider life of the school through their engagement in pupil leadership groups. For example, the rights respecting group plan and evaluate effectively the school’s progress in promoting children’s rights across the school. This helps children develop successfully as independent learners and as effective contributors.
- All teachers routinely share the steps to success in learning with children very well. As a result, children understand clearly the purpose of their learning. In a minority of lessons, children co-create the steps to success. Senior leaders should support staff to develop this positive practice across the school. This should offer children greater responsibility and increased ownership of their learning. Teachers support children successfully to identify relevant connections with skills, the world of work and their learning. This makes learning relevant and purposeful for children. Almost all teachers summarise key learning from lessons skilfully using effective plenary discussions. This helps children consolidate what they have learned and understand better their next steps in their learning journey. In all lessons, teachers use questioning effectively to check for understanding and consolidate children’s learning. In most lessons teachers use questioning effectively to extend children’s thinking. Teachers should

build on this effective practice to deepen children's understanding further of knowledge, skills and concepts.

- Teachers at the early stages are knowledgeable about play. They use play increasingly well to promote children's curiosity and to help the youngest children explore and apply their learning. As children move through the school, they access well-considered and helpful skills stations. This provides older children with positive opportunities to take greater responsibility for, and lead aspects of, their learning. Senior leaders and staff plan to build on this effective practice. This will ensure all children continue to benefit from an effective balance of child-led and adult-initiated experiences.
- Almost all teachers incorporate digital technologies creatively into their teaching. Children use a range of digital resources and applications skilfully to extend and share their learning. Teachers use assistive technology to support children, who require additional support with their learning, to access the curriculum successfully. Children code programmable toys confidently and use matrix barcodes to access applications and software. They demonstrate highly developed digital literacy skills through these well-planned and progressive learning opportunities. Importantly, children's engagement and motivation for learning is enhanced through considered use of digital technology.
- All staff use the school grounds effectively to deliver a range of learning outdoors. This includes visiting the local woods to help children to apply their learning in different contexts. For example, teachers use the outdoors effectively as a stimulus to support children's writing. Senior leaders and teachers continue to work together to build on these opportunities. This is helping to ensure all children apply their knowledge and skills in outdoor learning progressively as they move through the school.
- In almost all lessons teachers plan learning that is well matched to children's needs and abilities. A few children are capable of achieving more with increased challenge. Highly skilled support staff provide well-timed and bespoke support for children who require help with their learning. Teachers provide helpful verbal and written feedback to support children to become more aware of their strengths and next steps in learning.
- Teacher's consistent and effective use of assessment is a significant strength of the school. They use a robust assessment framework giving clear, detailed guidance on when assessments happen across the curriculum and throughout the school year. All teachers use a robust range of formative, summative and standardised assessments planned effectively against national Benchmarks. Teachers use standardised assessments, including National Standardised Assessments, to gather useful evidence on what has been learned over a period of time. Teachers use assessments skilfully to provide reliable evidence to measure children's progress and identify their next steps in learning. They routinely report on children's progress to parents. This includes at different stages in school and at key points of transition. This helps ensure that there is effective continuity and progression in children's learning.
- Teachers use high-quality assessments which make links across the curriculum. This supports children effectively to show application of skills in new and relevant contexts. Importantly, teachers use assessment responsively to adapt their teaching to meet the needs of learners. As a result, they ensure all children make very strong progress in their learning.
- All teachers take part in moderation activities planned within school and across the learning cluster to share standards of children's learning in literacy and numeracy. This gives staff confidence and accuracy when making professional judgements of children's progress and achievement of a Curriculum for Excellence (CfE) level. This includes sharing standards in

writing with a school of similar demographic. As planned, teachers should develop this effective practice further in order to moderate across other curricular areas. This should continue to support and enhance teachers' positive understanding of national standards.

- Teachers plan very well over a range of timescales using local authority progression frameworks and their own bespoke progression pathways. They are beginning to develop their use of pupil voice into their approaches to planning learning. This includes through children's leadership opportunities and the use of Big Questions which help shape the content of the curriculum children experience. These approaches make learning highly relevant, purposeful and motivating for children. This empowers children well to influence the direction of learning.
- All staff work very effectively to track children's progress and achievement across the curriculum. Senior leaders meet with staff regularly in 'Ambition, Inclusion and Support' meetings to discuss children's progress and attainment. They identify gaps and barriers to children's learning and plan effective interventions to support and challenge children. The headteacher and staff analyse the impact of interventions and agree next steps to support further progress. Through these tracking and monitoring meetings teachers gain rich information which they use effectively to plan learning for individuals and groups of children with barriers to learning. For example, learners who have English as an additional language and those experiencing financial hardship. This helps teachers to effectively meet the needs of learners.

2.1 Safeguarding and child protection

- 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.

3.2 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

- Children's attainment in literacy and numeracy is very good and consistently above local authority and national averages. Almost all children in P1 and P7 and most children in P4 achieve expected CfE levels in literacy. Almost all children in P1 and most children in P4 and P7 achieve expected CfE levels in numeracy. A minority of children at all stages are working beyond expected levels.
- Most children who require support with learning make very good progress towards their own targets. Strategies to accelerate progress have had a positive impact on improving attainment for identified groups.

Attainment in literacy and English

- Almost all children make very good progress in literacy and English.

Listening and talking

- Across the school almost all children are articulate when speaking to others. They use a wide range of vocabulary according to their age and stage. At early level, almost all children take turns when listening and talking in groups. They are developing their confidence in asking questions and responding to questions from others. Most children at first level clearly explain the difference between fact and opinion. They are developing their skills in applying verbal and non-verbal techniques when engaging others. This includes using eye-contact, expression and body language. At second level almost all children ask and respond successfully to a range of questions, including literal, inferential and evaluative questions. Children will benefit from further opportunities to present ideas and information to a wider range of audiences.

Reading

- Teachers are successfully developing a positive reading culture with almost all children enthusiastic about reading a range of texts. At early level, almost all children use knowledge of sounds, letters and patterns to read words. They are developing their skills in using context clues to support understanding of different texts. At first level, almost all children use a range of word recognition strategies independently. Most use context clues to read and understand texts. Children should continue to develop their ability to make predictions about what will happen next in a plot. At second level almost all children explain their preferences for particular texts, authors or sources and provide supporting detail. Children should develop further their skills in recognising techniques used to influence the reader, including word choice and emotive language.

Writing

- Across the school, children write in a wide variety of genres regularly for a range of purposes. At early level, almost all children write for enjoyment, exploring patterns and sounds, in a range of play, imaginative and real-life contexts. They are developing their skills in sequencing events into the correct order to tell a story. At first level, most children organise writing in a logical order as appropriate to their audience. They use relevant and interesting vocabulary. They should continue to develop their writing to share opinions and persuade the reader in different ways. At second level, almost all children use appropriate style and format to convey information applying key features of the chosen genre. Children should continue to build their writing skills to make appropriate choices about effective layout and presentation.

Numeracy and mathematics

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

Number, money and measure

- Across the school, children explain well strategies used to solve problems. At early level, almost all children order numbers and successfully count forwards and backwards to 20. They need more practice to solve simple number problems. Most children at first level confidently round numbers to the nearest 10 and 100. They order simple fractions accurately and recognise successfully equivalent fractions. At first level, they are less confident calculating change within £10. At second level, most children recognise and order numbers to three decimal fractions. They calculate simple percentages of a quantity. They are less confident with two-step number problems.

Shape, position and movement

- At early level, almost all children recognise two-dimensional (2D) shapes in the class environment. They are less confident at recognising three-dimensional (3D) objects. Most children at first level, describe compass points and follow directions and turns using clockwise, anticlockwise and right angles. They need to develop their confidence using 2 figure grid references to locate positions on a simple map. Most children at second level identify and describe a range of 2D shapes and 3D objects confidently. They would benefit from increased practice to recognise and create nets of 3D objects.

Information handling

- Almost all children at early level successfully gather and display information, for example, to show their favourite fruits. They answer simple questions well about pictographs. At first level, most children recognise a bar graph and Venn diagram and extract key information. At second level, most children recognise bar graphs and line graphs and interpret information to answer questions. Children at all levels should continue to develop their knowledge and understanding of information handling through the use of digital technology.

Attainment over time

Attendance

- In session 2023-24 overall attendance was 93.06%, which is above local and national averages. Senior leaders follow local authority guidance on tracking and supporting attendance. They share key messages on the importance of attendance with parents through regular newsletters. Senior leaders discuss attendance with teachers regularly to identify appropriate supports and interventions. They have introduced creative approaches to build on these very positive attendance rates. For example, they have reviewed the structure of Friday mornings to improve attendance and introduced the popular 'together time' and 'funtastic Friday.' Senior leaders work in collaboration with partner agencies and families to support and improve attendance. This has had a positive impact on the school's overall

attendance. A few children have part-time timetables. Staff meet regularly to review part-time timetables and work closely with a range of partner agencies with the aim of supporting learners back to full-time education. Senior leaders recognise the need to record and share minutes of all meetings with parents and partners. This should ensure greater clarity on the support provided for the children.

- Senior leaders and teachers use an effective tracking system that enables them to carefully monitor the progress of individual children in literacy and numeracy over time. They analyse data well to consider patterns in children's progress. They use this information effectively to inform strategies and plan interventions designed to raise children's attainment in literacy and numeracy. This includes children who are not working at the expected level, require additional support with their learning or those working ahead of expected levels. Data shows accurately that almost all children in literacy and most children in numeracy maintain very good progress as they move through the school. However, there is a slight dip at first level in literacy and numeracy. The headteacher and staff have implemented a number of effective interventions to address this for targeted groups of children. These include 'sprints' in maths which focus on specific maths topics such as place value and problem solving for a short and concentrated period of time. This approach is having a positive impact on developing children's maths skills and accelerating their progress in learning.

Overall quality of learners' achievements

- Senior leaders and teachers celebrate children's achievements both in and out of school. Children share that they feel their achievements are valued and celebrated through 'Peel VIP Awards' at weekly assemblies, 'Proud to be Peel' individual class displays and newsletters. This is helping to build children's self-confidence and self-worth.
- All children across the school are developing a range of important skills and attributes by engaging in a wide variety of leadership roles. These include as house captains, 'Literacy and Numeracy Ambassadors', 'Meta-Skills Ambassadors' and 'Rights Respecting School Leads'. Children are also improving their sporting skills through participation in various clubs as well as representing their school at a wide range of different events and competitions. This is promoting children's resilience and developing them as successful learners and confident individuals. Senior leaders track children's achievements and participation in these valuable leadership and wider curricular activities. This is helping to ensure no child is at risk of missing out. As a next step senior leaders plan to track and monitor the skills children are developing through these activities. This should help children recognise further the skills they are developing across the curriculum and through their learning.
- Children contribute positively to the wider community. They engage in rights respecting schools' visits to the local care home, whole school fundraising for local, national and international charities and by donating to local foodbanks. This is helping children understand that their contribution makes a positive difference to the school community and helps develop them as responsible citizens.

Equity for all learners

- Senior leaders and staff have developed the 'Peel poverty proofing statement'. This sets out very clear information for staff on how best to promote equity across the school. Staff have a deep understanding of the socio-economic needs of children and their families and have taken positive steps to support them. For example, staff provide 'take what you need' snack trollies for children. Parents and families can access the 'Peel Pantry Foodbank' and sustainability stalls that provide upcycled school uniform and clothing. Children in the 'rights respecting' group have engaged in participatory budgeting to help purchase the contents of 'dignity trollies.' Consequently, children access free water, stationery and personal toiletries as

required. Senior leaders, working collaboratively with the Parent Council, off-set the cost of school trips and residential experiences. This is helping ensure that financial challenges do not prevent any children from taking part in opportunities for learning and achievement.

- Staff use Pupil Equity Funding very well to provide additional staffing and resources to support children's learning. For example, additional pupil support worker time is used effectively to support identified groups of children. This additional staffing and resourcing are targeted at improving children's literacy, numeracy, and wellbeing. Senior leaders plan well-considered and effective interventions to support the needs of targeted groups of children. They set clear, measurable outcomes for this work and develop ways to measure its impact robustly. There is clear evidence that this approach is effectively supporting children's progress against their individual learning targets and impacting positively in closing identified attainment gaps.

Other relevant evidence

- All children receive their full entitlement to two hours of high-quality physical education each week.
- Children across the school learn French and children in P5 to P7 learn Spanish progressively as part of the 1+2 approach to modern language.
- Children enjoy a range of fiction and non-fiction books in class appropriate to their age and stage. Children have access to a school library which is helping to promote reading for enjoyment.
- Senior leaders plan to enhance further consultation approaches with parents, pupils and staff on how best to invest Pupil Equity Funding. This should allow the school community to share their thoughts and ideas on how funding could be spent.

Practice worth sharing more widely

Promoting creativity and children as leaders in learning.

Senior leaders and teachers have developed a range of effective approaches to enhance children's thinking, confidence and problem-solving skills, particularly around numeracy and maths. Teachers use a range of strategies including variable grouping of children to collaborate and promote children's discussion and teamwork. This is helping to develop successfully children's social skills and build strong positive working relationships within the classroom and beyond. Teachers link problem solving approaches to the skills children are developing throughout the school. This makes children's learning relevant and purposeful. Children become effective leaders of learning, build independence and develop transferable strategies for lifelong learning. These include being creative, adaptive and applying critical thinking skills. As a result, this practice is being shared across the school, and it is supporting children to become successful and confident learners.

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.