

Summarised inspection findings

Wallacestone Primary School

Falkirk Council

17 December 2024

Key contextual information

Wallacestone Primary School and Nursery Class is a non-denominational primary school situated in the village of Brightons, on the eastern outskirts of Falkirk. It serves the communities of Brightons, Wallacestone, Rumford and Reddingmuirhead. The associated secondary school is Braes High School in Falkirk.

The school roll is 488 pupils arranged across 15 classes. There are 66 children in the Early Learning Centre (ELC) Class with capacity for 80. There is a headteacher, depute headteacher and two principal teachers. The headteacher was appointed in 2023 after serving 11 years as the depute headteacher and principal teacher.

There are 19% of children who require additional support. Twenty percent of children live in Scottish Index of Multiple Deprivation (SIMD) deciles three to five. The other 80% of children live in SIMD deciles eight to ten. Eight percent of Children in P6-P7 are entitled to free school meals.

1.3 Leadership of change

very good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence based- and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The headteacher is widely regarded as a nurturing, caring and supportive influence in the school. He takes a collegiate approach to managing change and empowers staff to lead in areas which build upon their interests, expertise and creativity. Senior leaders have a clear strategic vision for improvement, which they share successfully. As a result, staff are involved in school improvements, which they undertake at an appropriate pace to improve outcomes for learners. The staff team have embraced new quality assurance processes and reinvigorated their commitment to planning for continuous improvement.
- The highly effective senior leaders worked recently with pupils, staff, parents and partners to review the relevance of the school's vision, values and aims. They undertook effective analysis of the school's social, economic and geographical context and evaluated successfully how well their mission relates to the curriculum. The school motto is 'work, play and succeed together'. The school community recognised this as an important aspect of the life and work of the school. Senior leaders established the new values of care, community, curiosity and challenge on the shared wishes of children, families and staff. These values are based on common themes raised through consultation with school partners.
- Staff and children demonstrate their values in action across the school. Staff ensure the values are a key subject of assemblies and lessons. These values influence learning and teaching across the school. Children articulate the importance of their school community and its impact on wider society. They speak confidently about how caring for themselves and others improves lives.

- Led by the headteacher, senior leaders adopt an organised and compassionate approach, reflecting well the needs of the children in the improvement priorities. School priorities focus appropriately on improving planning and assessment approaches, including implementing a more systematic approach to evidence gathering and tracking progress. In addition, they focus on improving children's health and wellbeing, which is helping to increase inclusion and improve children's mental and emotional health.
- Senior leaders have provided a clear direction for improvement since the headteacher and deputy headteacher appointments. They have made significant changes to quality assurance processes. This change has led to more robust monitoring of children's experiences. As a result, children's experiences are improving as learning and teaching becomes more consistent across the school. The headteacher has revised the format of learning and teaching meetings, which is supporting teachers to improve their understanding of children's progress. Senior leaders are supporting teachers to better identify the progress children make in order to provide more support and challenge for children where appropriate. Over the last session, the headteacher has also introduced improved measures to robustly monitor attendance. This has led to increased attendance for identified children. Staff appreciate the thoughtful and supportive approach which senior leaders take to school improvement.
- Staff learn and share practice with colleagues from other schools and engage well in professional learning. They are reflective and dedicated in their approach to improving outcomes for children. The headteacher has created an encouraging environment, protecting time for practitioner research and enquiry. Teachers lead and collaborate in useful and relevant professional learning both within the school and across the associated learning community. Staff participate well in practitioner enquiry. For example, they focus on developing mathematics and numeracy through play and on improving children's engagement by developing a revised curriculum for targeted children. The new 'brew and blether' sessions are regular collegiate sessions where teachers lead and attend well-received professional learning related to school improvement. Sessions include improving reading pedagogy, using environmental audits to support inclusion, and supporting mental and emotional wellbeing through pupil voice. Teachers share expertise and good practice, which is leading to improvements in learning and teaching across all stages.
- Staff have successfully maintained strong links between the school and its community. Members of staff and the community volunteer twice per year to improve the school environment. The Parents' Association of Wallacestone Primary (PAWS) worked with the school and local authority to design and build distinct outdoor areas. Spaces include a woodland area, multiuse games area, climbing walls, adventure play and an outdoor classroom. Children use these areas enthusiastically during play, outdoor learning and for sports. The joint working between the school and community helps to increase children's sense of local identity, improve their health and their experiences of outdoor learning.
- Children engage well in opportunities to lead change. Over the school year, every child has an opportunity to have a 'biscuit and blether' with senior leaders and staff. P7 pupil leaders capture these meetings electronically to record suggestions and improvement ideas. Children discuss how their ideas have shaped change. For example, children told senior leaders that they would like to improve resources for wet play times. They worked with staff to develop an enterprise project and used the funds, in addition to donations from PAWS, to develop wet-weather boxes. Children developed skills for learning, life and work, while raising the collective pupil voice. The wide range of leadership opportunities for children includes attending Parent Council meetings and being part of the committee to advance children's rights.

- As a result of children's leadership, almost all children understand their rights well. Children explain the importance of exercising rights and advancing those of others. Children from across the school volunteer as reading champions and have chosen and purchased books for the school library. The 'friends of Quarry Park' group collaborated with the local community to offer ideas for the refurbishment of a local park and play area. This improved access for everyone in the community. Children are proud of the positive change they create.
- Senior leaders consulted the Parent Council and staff on how to use Pupil Equity Funds (PEF). The headteacher used analysis of the school's social, economic and geographical context to inform how the school would direct funding. The school uses PEF to provide effective support for identified children through extra staffing and targeted interventions. As a next step, senior leaders should consider how to further involve the wider parent forum on PEF spending.

2.3 Learning, teaching and assessment

good

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

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

- The school has a welcoming and caring ethos, built on very positive and nurturing relationships between staff and children. All staff work well together to provide an inclusive learning environment for all children. Children are friendly, polite, and very proud of their school. Children across the school are enthusiastic about new learning and demonstrate keenly their curiosity. Teachers encourage this by nurturing their enquiries and ideas.
- Staff and children work collaboratively to promote and develop children's rights linked to the review of the school's vision, values and aims. Children in all classes have developed individual class charters linked to children's rights. This supports children to treat each other with kindness and respect.
- Across the school, staff create a climate for learning that is stimulating and purposeful. Relationships between staff and children are very positive and promote children's well-being. In all classes, there are clear expectations of behaviour. Most children behave well, however, in a few classes children become disengaged and as a result there is low level disruption. Staff use a range of positive behaviour strategies to support children to re-engage in learning. Identified children benefit from a range of well-planned targeted interventions and approaches to support them to regulate their emotions. This includes the use of safe breakout areas where children engage in a range of alternative activities. Supported by skilled staff, children access these areas flexibly as required.
- Staff have developed a common approach to teaching and learning informed by the local authority pedagogy framework. They have used this well as part of professional development and peer observation to develop more consistency across the school. In most lessons, teachers effectively share the purpose of learning with children, supporting them to understand and identify when they have been successful in their learning. In most lessons, teachers provide children with clear explanations and instructions. In a few lessons, children lead their own learning with a choice of how they learn. Staff should continue to work collaboratively to share good practice and ensure more consistency in learning and teaching across the school.
- Teachers plan a range of teaching approaches. Most children work successfully in pairs and small groups. In most classes, staff meet children's needs through differentiated tasks and activities. The majority of teachers plan teaching at the right level of difficulty. In a few lessons, teachers should provide more support for those children who require it and increased challenge for those children who could achieve more. This should ensure a more appropriate pace and challenge in learning and improve children's engagement. Teachers need to increase their expectations of what children can achieve, including children's written work. This should continue to develop consistently high standards across the school.

- In most lessons teachers ask questions which require children to make links to prior learning and which check children's understanding. In a few classes, teachers use effective strategies to ensure all children are actively involved in thinking and providing answers. Teachers need to consider carefully the range of questions they ask to help children to further develop their higher order thinking skills.
- Staff have worked together very effectively to develop play pedagogy in P1 and P2. The local authority supports staff well to undertake professional learning and take appropriate account of national guidance. Staff use space effectively inside and outside the school building to provide a range of stimulating learning environments, which are linked to children's interests. Children engage well in child-initiated, adult-initiated and adult-directed activities. This is improving children's literacy, numeracy, creative and social skills. Staff's approaches to planning for play supports a positive level of engagement in children's learning. Staff use observations well to assess children's learning. They record observations on a wall display and staff meet to discuss these together to identify next steps in learning. As staff further develop play pedagogy across the school, it will be important to provide more open-ended, enquiry tasks. This should promote challenge as children progress through the school.
- The innovative use of digital technologies has increased engagement and motivation for almost all children. All children access digital devices and in the upper school every child has an individual device. Children are confident in engaging with online games and applications and use matrix barcodes to access resources. Staff use assistive technologies very effectively to support a few children who require additional support in learning. Children are gaining skills in the use of artificial intelligence to promote learning. As this develops, it should equip children with crucial skills for their future learning, life and work. Children at the early stages record their learning effectively on a tablet as part of leading their own learning.
- Staff support children very well to develop their learning. Senior leaders and staff consider carefully how to include all children in learning. They use appropriate resources effectively to support most children to develop curiosity and to accelerate their learning.
- Most teachers provide effective oral feedback to children to support them in their learning. In a few classes, teachers provide specific written feedback well to support children to know how to improve their learning. Children are developing their skills in peer and self-assessment. As planned, staff should develop the use of feedback further to ensure it results in further improvements in learning. This should help children to understand how well they are achieving and support them in identifying their next steps in learning.
- Teachers use daily observations of children's work to support their professional judgements about children's progress and attainment. Staff use a range of diagnostic and summative assessments, including national standardised assessments for Scotland. This is beginning to support teachers' understanding of children's progress in literacy and numeracy. Teachers should now plan regular high-quality assessments, which require children to demonstrate specific knowledge and understanding across the curriculum in unfamiliar and relevant contexts. Staff should link these to the national Benchmarks. This should help teachers to develop further their understanding of children's progress through Curriculum for Excellence (CfE) levels.
- Staff value opportunities for moderation activities working with stage partners within the school. As planned, the headteacher and staff should now develop more rigorous moderation within and out with the school. This should support the further development of a shared

understanding of children's progress and achievement through the standards required to achieve a CfE level.

- The headteacher has implemented an improved quality assurance, monitoring and tracking overview. Teachers meet with the senior leadership team termly to plan learning and track children's progress in literacy and numeracy within CfE levels. Senior leaders and teachers analyse data to identify areas for improvement. Together, they identify children who require targeted support with their learning, this includes children who are impacted negatively by personal and socio-economic circumstances.
- Teachers plan and provide effective targeted support as part of their daily class work. They use local authority progression pathways effectively, linked to CfE experiences and outcomes, to plan appropriately over different timescales.

2.2 Curriculum: Learning pathways

- Staff worked as part of their school cluster to review the curriculum. They have developed a clear rationale and incorporated cross cutting themes such as learning for sustainability. Teachers use local authority progression pathways effectively for almost all curricular areas. These pathways are linked appropriately to CfE experiences and outcomes and support children to build on their prior learning. Staff do not use a local authority progression pathway for social subjects. Teachers plan progressive learning for social subjects with stage partners, which is enabling children to build on their prior knowledge.
- Following a refresh of the school's vision, values and aims, the headteacher has successfully led work with the whole school community to develop a flexible curriculum. Staff identify effectively opportunities for key learning making use of different contexts including the outdoors. The curriculum considers the unique context of the school and, through cluster collaboration, staff are working to incorporate the principles of curriculum design. As planned, the headteacher and staff should implement a skills framework to track children's development of skills. This should support teachers to ensure that children build on the skills they have previously acquired and identify any gaps in children's learning. Senior leaders plan to undertake further work with curriculum partners to enhance this.
- Teachers make well-planned links to enable children to learn across different subjects in line with national guidance. The recent celebrations for the 60th anniversary of the school provided a platform for all children to suggest areas for learning across the curriculum. They learned about the people, past events and societies of the 1960s. Children built on their prior learning to investigate the history of the era including technological advancements, environmental, political and cultural changes and local history.
- Teachers provide children with two hours of high-quality, progressive physical education (PE) weekly. This includes PE specialist provision. There is a broad and balanced, progressive religious and moral education curriculum which enables children to learn in increasing depth about their own and other faiths.
- Children at all stages learn French. In all classes, progressive lessons help to develop children's knowledge of the French language. Senior pupils from the associated high school are 'Language Ambassadors' who regularly support language learning lessons. Pupils in P5-P7 learn a further modern language. Spanish is taught in a block during the school year and progressive plans are in place to support this.
- All classes benefit from weekly input from a music specialist teacher. Children across the school learn how to play a range of instruments such as the ukulele and various pitched and unpitched percussion.
- Collaborative working undertaken by staff to understand and further develop reading approaches is helping to improve the reading curriculum. Staff are beginning to develop a culture of reading. 'Reading Champions' have ownership over the design and content of the school library and early work has begun towards gaining accreditation for reading in school.

2.7 Partnerships: Impact on learners – parental engagement

- The school benefits from an effective and active Parent Council that meets regularly with senior leaders. They take very seriously their important role in informing and scrutinising decision-making. They regularly meet to share ideas and discuss improvement. They share their work effectively and gather views and opinions from the parent forum using on-line platforms. They are very supportive of the headteacher and all staff. They participated fully in the work to refresh the curriculum and to review the school's vision, values and aims. This is allowing parents to influence change within the school and as a result, children's learning is relevant and supported by their families.
- Staff organise a variety of well-attended events for parents and partners to visit the school. Parents feel included in the life of the school and appreciate that their views influence decision making. Senior leaders deal promptly with any questions, queries or complaints and have systems to ensure that they do not overlook communication from parents. Staff are happy to have meetings or informal conversations with parents when required. This helps children and families to feel comfortable approaching staff with concerns and gives them confidence in senior leaders.

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. At the time of the inspection, there were no identified areas for development.

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

- All staff focus very well on promoting and securing the wellbeing of all children. They support children effectively to understand the wellbeing indicators. Children are confident and knowledgeable when discussing and using the language of wellbeing. They complete regular self-evaluations of their wellbeing and staff analyse the responses carefully. They speak to individual children about their self-evaluation and help to resolve concerns. Senior leaders identify whole school or class patterns or trends in the results and address these successfully with children. Almost all parents agree or strongly agree that staff know their child well as an individual and that the school supports their child's emotional wellbeing.
- All children across the school are aware of children's rights. Children and staff have created a class charter and class expectations based on children's rights. Almost all children speak well about the benefits of rights in their lives and in school. They discuss their favourite right and give reasons for this choice. In most classes, teachers make explicit links to children's rights and help children to understand how their rights are enacted in their daily lives. The school has received silver accreditation for its work in this area. Staff use the 'Rights Respecting School' survey to further analyse children's needs and plan appropriate interventions to help children. As a result, most children are happy in school and feel that staff listen to their views. They speak positively about how the school provides them with their right to play and learn.
- Most children complete an emotional check-in every day and staff follow up promptly on any concerns raised. This is helping to ensure that children receive the required support to help them to be ready to learn. Staff have introduced alternative learning spaces to help meet children's emotional and social wellbeing or specific learning needs effectively. They have adjusted timetables for individuals to help children have an alternative space to learn for large parts of the day. A few identified children come to these spaces for short periods of time for brain breaks. A few children use this resource well during playtime and lunchtime to help them access a calm, quiet area. As a result, almost all children report that they feel safe and have someone at school to talk to about worries or concerns. All staff met the range of needs across the school well and include all children very effectively in the life of the school.
- Senior leaders help develop staffs' skills and knowledge in relation to supporting children's emotional wellbeing. Most staff have engaged in training on topics such as trauma informed approaches, de-escalation, nurture, neurodiversity and equity. This professional learning has helped staff identify appropriate interventions to meet a wide range of children's needs effectively. They work well with partners to help meet the needs of children and families. For example, they work well with One Parent Families Scotland, social work, Dyslexia Scotland and other third sector partners. Through this partnership working, all children and families feel well supported. Children have confidence that adults around the school will take their concerns seriously and help to solve their problems. A few identified children who have a dyslexia

identification are making significant progress as a result of the interventions they access at the school.

- Staff were accredited for their work in creating a supportive visual environment. They make very effective use of visual displays throughout the school to provide key information for children. Staff use visual symbols on lanyards very well to support discussions with children. This is enabling children to develop their skills in communicating and to be comfortable with routines cross the school. By recognising these differences, the school has created an inclusive environment that meets the varied needs of its community.
- Teachers use health and wellbeing planners very effectively to ensure breadth and depth across CfE experiences and outcomes and build progression in learning. The senior leadership team and staff have worked well together to audit the health and wellbeing curriculum. They have added to the programme a wide range of resources and topics. These include lessons on emotional vocabulary, a reading for empathy project and making use of anti-discrimination resources. Lessons across the school help children develop their understanding of key issues such as resilience and mental health. As a result, children are calm and more ready to learn. A few children are becoming aware of when they need time out to help them engage better and access the tools available effectively.
- All staff understand fully their statutory duties in how they protect children and meet children's needs. They engage in appropriate professional learning such as trauma informed practice and Makaton training. They know where to seek advice and guidance as required. Senior leaders ensure that children who require additional support in their learning have appropriate targets set to help children make progress. A next step would be to improve further the planning for children who require additional support. In doing this they should ensure that short term planning helps staff identify and evidence incremental progress more effectively.
- Senior leaders and teachers discuss the issue of bullying regularly with children in class and at assemblies. They follow the local authority anti-bullying policy. Children articulate well what constitutes bullying and exemplify the appropriate actions to take in a range of scenarios. The headteacher follows local and national guidance in relation to investigating and recording concerns raised about bullying. Most children demonstrate respect, consideration and empathy in their interactions with each other. A few learners feel that not all children treat them with respect. Staff should continue to monitor children's feelings and perceptions of how others treat them to support everyone to feel respected in school.
- Children have a very strong understanding of the importance of diversity and cultural differences. These are explored and celebrated successfully. For example, older children explored sectarianism and across the school they study other world religions. This is contributing to a very inclusive and caring ethos across the whole school.
- Staff discuss with children the importance of all children accessing what they need to learn and that this can be different for everyone. This is developing well children's understanding of equity and children show empathy and understanding to others. As planned, they should now widen this out for children to share their learning on equity with parents.
- The school submitted information relating to compliance with the 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. Minor areas for improvement have been agreed with the school and the school meals provider.

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, attainment in literacy and numeracy is good. Most children achieve expected CfE levels by the end of P1, P4 and P7. Attainment is stronger in listening and talking, with almost all children achieving expected standards. A few children across the school are exceeding national expectations in literacy and numeracy.
- Almost all children, who require additional support for their learning, are making good progress against their individual targets for learning.

Attainment in literacy and English

- Overall, children's progress in literacy and English is good. Across the school, children make stronger progress in listening and talking.

Listening and talking

- At early level, almost all children listen well to their teacher and peers. At first level, almost all children listen and respond appropriately to others in class and group discussions. At second level, most children express their views clearly and build upon the contributions of others by clarifying points or supporting others' opinions. Children across the school should continue to be supported in developing their tools for listening and talking. For example, they should practise taking turns and contributing at the appropriate time when engaging with others during group tasks.

Reading

- At early level, almost all children are developing well their knowledge of sounds, letters and blends and develop reading skills effectively through well-planned play experiences. At first level, most children read confidently, with increasing fluency and expression. They are less confident in distinguishing features between fiction and non-fiction. At second level, most children read very well with fluency and expression, using appropriate pace and tone. At first and second level, children would benefit from developing their confidence in the use of higher order skills. This could be done by using a wider range of texts appropriate to their ability.

Writing

- At early level, most children use common words and known sounds to write simple words and sentences. At first level, most children plan and organise their ideas using appropriate formats and create a variety of texts for different purposes. Children should develop further their skills in punctuation, spelling and use of relevant and interesting vocabulary to engage the reader. At second level, most children write across a wide range of genres. They would benefit from focusing on the use of paragraphs and extending their use of vocabulary to further develop

their written work. Overall, children would benefit from teachers having higher expectations of children's writing and from further opportunities to write at length.

Numeracy and mathematics

- At early level most children are making very good progress from prior levels of attainment in numeracy and mathematics. Most children at first and second level make good progress and a few make very good progress from prior levels of attainment.

Number, money and measure

- At early level, most children order numbers forwards and backwards within the range 0-20. Almost all children know the names of the days of the week in sequence. They know the months of the year and recognise features of the four seasons. At first level, most children successfully round numbers to the nearest 10 or 100. They tell the time accurately using half past, quarter past and quarter to using digital and analogue clocks. They are less confident at converting between 12 and 24 hour time. At second level, most children understand the relationship between fractions, percentages, and decimals.
- At first and second level children need to develop greater fluency in mental strategies through a sound knowledge of key number facts. Teachers should provide a greater range of types of questions to support children to apply their skills to solve open-ended problems.

Shape, position and movement

- At early level, most children create and describe symmetrical butterfly pictures with one line of symmetry. They are less confident at describing three-dimensional objects. At first level, most children know that a right angle is 90 degrees. At second level, most children use appropriate mathematical language including acute, obtuse, straight and reflex to describe and classify a range of angles. Across first and second level, children need to revisit and apply their skills in relevant and engaging contexts.

Information handling

- At early level, most children are confident answering questions about favourite foods from a bar graph. At first level, most children create bar graphs to demonstrate their favourite snacks. At second level, most children collect, organise and display data accurately, for example, creating surveys, bar graphs and simple pie charts. They are not as confident in the use of line graphs and frequency tables.

Attainment over time

- Attendance for session 2022/2023 was 94.2%. Attendance increased in 2023/2024 to 95.2% which is above the national average. Senior leaders effectively use the local authority guidelines and online tools to manage attendance well. They identify trends and patterns and implement appropriate interventions to provide support to children and families. In the 2022/2023 session, 60 children had attendance below 90%. Following targeted interventions, this number decreased to 38 in 2023/2024. Staff work very effectively with a wide range of partners including the associated secondary school to provide access to additional services through enhanced transition arrangements. This has resulted in an increased attendance for a few children who are now in S1. There have been no exclusions in the past three years.
- Senior leaders use data effectively to track the progress of different cohorts across the school. Senior leaders take prompt action to ensure appropriate interventions are in place for children who require additional support. As planned, senior leaders should focus on ensuring that information included in the tracker is valid and robust.

Overall quality of learners' achievements

- Staff recognise and value children's achievements by sharing them with friends and family in class displays, online platforms and assemblies. Children perform at the World Music and Scots poetry day assemblies, where children showcase their talents.
- Children receive 'Golden Tickets' and certificates when demonstrating the schools' values and to recognise personal successes in and out with school. Children earn a place at the 'Hall of Fame' table in the dinner hall when they demonstrate helpfulness and kindness in the lunch hall. Teachers keep a record of all children who receive certificates and provide further opportunities for all children to achieve these awards.
- Children have several opportunities throughout the school year to talk about their learning with one another and with their families through sharing the learning events. The school community warmly received the recent school 60th anniversary celebrations, which provided a platform for children to confidently share their learning. Staff encourage P7 children to share their skills with the class at Pedagoo Fridays. For example, a few children taught their 'tumbling' and tennis skills to their class during P.E. lessons.
- Through participation in a wide variety of school and community activities, children develop a diverse range of skills across the four capacities. All teachers offer after-school or lunch activities, providing numerous options for children across the year. The Glee club, cross country, art, and sewing have been very well attended. Local sports groups work in close partnership with the school to identify and provide key opportunities for children. As planned, senior leaders should track children's participation in clubs, both in and out of school. This will help staff track the skills children are developing and should identify children not accessing valuable opportunities.

Equity for all learners

- All staff are aware of the socio-economic diversity within the school community. Senior leaders ensure that tracking meetings now include a focus on equity. They analyse data about free school meals, clothing grant eligibility and the range and distribution of children's additional support needs. This informs staff approaches to support, ensuring that children's backgrounds and experiences are acknowledged and valued.
- School libraries have a range of books celebrating different cultures. For example, children access stories about influential women in science and engineering, which helps children challenge stereotyping.
- The headteacher has taken steps to reduce the cost of trips to increase access. This supports children to feel involved and included. PAWS fund-raise across the year to support activities. Parents run the pre-loved uniform bank to encourage sustainability. They organise a P1 parent event to support all new parents with uniform and resources. Senior leaders should work with parents to review their approaches to reducing the cost of the school day.
- The headteacher effectively uses PEF to enhance staffing and implement interventions in numeracy, literacy, and health and wellbeing. Through collaborative discussions and thorough self-evaluation, staff reflect on and assess the impact of interventions, identifying key successes. Almost all children receiving these supports are making progress toward achieving their targets. As a result, the school is accelerating progress towards closing the attainment gap. Senior leaders should consult more regularly with parents around future PEF spend.

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.