

Summarised inspection findings

St Ronan's Primary School

West Dunbartonshire Council

30 May 2023

Key contextual information

St Ronan's Primary School is a denominational school situated in the town of Bonhill, in West Dunbartonshire. The headteacher has been in post for 19 years. She is supported by one principal teacher for the school and one acting principal teacher for the early years. At the time of inspection, the school roll was 100 children, organised into five classes.

Sixty-five percent of the school roll live in deciles 1-2 of the Scottish Index of Multiple Deprivation (SIMD) with 86% of children living in deciles 1-3. Twenty-eight percent of the school roll are supported through staged intervention with 43% entitled to free school meals. The school received £45,325 Pupil Equity Funding (PEF) this session.

Twenty-four children aged 3-5 attend the nursery class and 25 children aged 2-3 attend Ladyton Early Learning and Childcare Centre (ELCC). Both the nursery class and ELCC are recent additions to the school.

St Ronan's Primary School nursery class was inspected by the Care Inspectorate within the past 18 months, therefore, the local authority and headteacher had the option to include the nursery class as part of this inspection. We have agreed with the local authority and school that the nursery class is not part of this inspection. The findings set out below are for the primary school stages.

1.3 Leadership of change

excellent

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 provides outstanding leadership to the school community with a relentless focus on improving children's experiences. Her leadership approach has resulted in high levels of attainment and a strong feeling of community. She is supported very effectively by two principal teachers who carry out their remits successfully. All staff have high expectations of what children can achieve and care deeply about them as individuals. Staff prioritise children's social and emotional wellbeing very well while delivering very high-quality experiences. As a result, all children develop as well-rounded and caring individuals who thrive in an inclusive and nurturing environment. Staff's drive to ensuring equity for all has closed the poverty related attainment gap significantly for children. Children, parents and staff are proud to be part of the St Ronan's Primary School family.
- The headteacher has a clear vision for the whole school community and has developed a very strong and skilled staff team. Senior leaders provide clear and ambitious direction for school improvement. They use their knowledge and understanding of the school community to inform change using the school values to underpin their approach to improvement. The headteacher has demonstrated a long-standing commitment to investing in and developing the staff team. This commitment has had a very positive impact on the quality of teaching in the school, resulting in consistently high attainment. The headteacher and principal teachers are visible

leaders within the school, modelling the practice they expect from others. They have created a culture of improvement, leading and managing sustained improvements to pedagogy over a long period of time.

- The headteacher is passionate about ensuring children have access to the best possible education regardless of any barriers they may have in their learning. She leads by example and as a result, is held in the highest regard by children, parents and staff. Staff listen to and value the views of all stakeholders. Everyone in the school has a very clear focus on children's rights which underpins the school's vision and values. As part of the school's recovery from COVID-19, the headteacher consulted the school community to refresh the vision, values and aims. The values of 'actions, relationships and aspirations' are meaningful, underpinned by the Gospel values and evident in the life and work of the school. The headteacher and staff have a very well-developed understanding of the social, economic and cultural context of the local community. This includes a high number of children who experience barriers to learning and those from SIMD (Scottish index of Multiple Deprivation) 1 and 2. Staff demonstrate highly-effective collaborative approaches between themselves and parents. This strong approach ensures that all staff provide high-quality support to all children through relevant experiences and opportunities.
- In partnership with teachers, senior leaders identify school improvements to enhance further the quality and consistency of learning and teaching. They support teachers to engage in regular high-quality coaching conversations to reflect on and improve their teaching. Teachers think carefully about the focus of these discussions, selecting key groups of learners or curriculum areas to reflect upon and make changes to their learning.
- There is a strong history of teachers underpinning all development work with sound research to inform their practice. They use current educational research and national policy to continually refine learning and teaching to improve outcomes for children. Initiated by the principal teacher, individual class teachers lead reading groups to share professional reading and support each other to implement changes. They track and rigorously evaluate these changes to monitor the impact on children. Their understanding and commitment to equity and social justice is a driving force behind their rationale for improvement. For example, their professional learning on Learning for Sustainability and The Rights of the Child has informed and improved their practice in involving children as leaders of their learning.
- The headteacher employs highly-effective approaches to quality assurance and manages the pace of change very well. The senior leadership team's approach to developing leadership at all levels is a major strength of the school. The culture of distributed leadership has been a central feature of the continuous improvement of learning and teaching. All staff feel confident to take responsibility and initiate well-informed change that leads to improvements for children. Staff ensure that children's wellbeing and accelerated progress in literacy and numeracy is central to improvement planning. This collective responsibility and accountability ensures rigour, commitment, motivation and depth of knowledge underpinned by sound and up to date educational research. Senior leaders involve all staff at points throughout the process to agree priorities moving forward. All staff feel their views and contributions are valued and that they have ownership of their school improvement journey.
- The headteacher and principal teacher ensure that every child's progress and attainment in literacy, numeracy and wellbeing is tracked carefully and regularly. They gather clear assessment information from a wide range of assessments, including observations, and identify next steps. Senior leaders meet regularly with teachers and learning assistants to discuss children's progress identifying appropriate and well-planned interventions to accelerate progress. As a result, all barriers to children's learning are identified, targeted and removed, resulting in very high levels of attainment and progress. A strength of this approach is the way

in which the principal teacher tracks very effectively the attainment of all children. This high-quality information helps to inform staff tracking meetings and interventions to improve outcomes for children. He supports teachers to analyse attainment and engagement data regularly and identify where approaches are leading to improvement. This analysis then informs upscaling and wider dissemination of highly-effective practice.

- The headteacher's effective leadership of school improvement has resulted in high-quality experiences for children particularly in literacy and play pedagogy. She supports teachers very well to identify small tests of change, based on sound educational research, to improve their practice. The headteacher and teachers have developed, over a number of years, a rigorous approach to the teaching of reading and writing. They demonstrate, using high-quality moderation evidence and attainment data, the positive and sustained impact on accelerating children's progress and increasing their attainment. The headteacher has contributed to wider improvement by sharing this highly-effective practice with all schools across the authority. She was seconded to work in the local authority attainment and equity team and led improvement in the teaching of reading and writing in West Dunbartonshire. They developed high quality progression pathways to support this consistency with a focus on rigorous moderation of children's work to improve teacher judgements. In addition, staff, led by the acting principal teacher, have embedded a high-quality approach to play pedagogy for children in P1 to P3. They develop, test and implement well-considered change which is increasing children's independence, resilience, confidence and attainment. Their approach has been used as a model of good practice at authority level, with their work shared to support other establishments. Staff at the early stages continue to contribute to system wide improvement through continuous reflection and improvement to their practice. They work in close partnership with an education support officer for early learning and childcare to disseminated best practice across the authority.
- Staff promote pupil voice and participation very well across the school. As a result, almost all children feel their views are listened to and taken into account by staff. Staff plan a wide range of leadership opportunities in consultation with children. Each leadership group creates clear action plans with the Pupil Council evaluating the progress using 'How good is OUR school?'. Children take responsibility for auditing progress and capturing feedback through questionnaires and surveys. They engage in campaigns such as providing secure storage for bikes and scooters to encourage children to use eco-friendly travel plans. Children cost out any requests and use well-thought through arguments to convince senior leaders to support identified improvements. Older children support the youngest children exceptionally well to contribute their views. Staff's approach to involving all children in leadership opportunities and school improvement planning is increasing children's understanding of the skills they are developing. They are articulate and speak confidently about the work of each group in improving their school.

2.3 Learning, teaching and assessment

very good

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

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

- Highly positive and supportive relationships are the key driver to improved outcomes for children. All staff consistently reflect on their practice, taking full account of the school's context. They place a high priority on working with parents to improve outcomes. As a result, children place high levels of trust in the adults who support them. Children have very high aspirations for themselves and thrive in a nurturing and supportive environment. They are very proud to be part of St Ronan's Primary School and talk enthusiastically about how enjoyable they find their learning. Children feel safe, calm and ready to learn as a result of staff's support.
- Across the school, almost all children consistently engage very well with their learning. They listen attentively to adults and peers during class and group discussions. Children contribute confidently to activities and group work, showing maturity when working as part of a team. Teachers plan regular opportunities for children to make choices in their learning. As a result, children show independence and initiative when choosing resources and activities that will support their learning.
- In all lessons, teachers ensure explanations are clear and concise. Children talk articulately about what they need to do to be successful, with teachers referring to this throughout the lesson. Almost all teachers use very skilled questioning to help children clarify their thinking, check understanding and extend their learning. This is helping children reflect on the skills they acquire as a result of planned experiences. The quality of children's experiences is consistently of a very high standard across all curricular areas. As planned, teachers should continue to increase opportunities for children to engage with interdisciplinary learning. This will continue to support children to make further connections between the range of skills they develop.
- Teachers provide high-quality verbal and written feedback to children to support them to identify next steps in learning. They use questions, prompts and scaffolding to support children to reflect on their progress against individual targets. Teachers place children's voice at the heart of their teaching. As a result, children are becoming increasingly skilled at reflecting on their own learning. Children can talk about their learning, identify the progress they make and set targets for improvement. They identify where they show skills and attributes linked to the four capacities within Curriculum for Excellence (CfE). Children talk about the wider skills they develop as a result of approaches to learning such as teamwork and problem solving. They use these skills well when working with their peers across all learning activities.
- In all lessons, teachers plan a range of appropriate experiences that are matched very well to the needs of individuals and groups. Senior leaders use data very effectively to deploy learning assistants to provide well-timed support for identified individuals and groups. All staff work very closely together to plan and evaluate the success of strategies. They are flexible and adapt to meet the ongoing and changing needs of children. This approach ensures children who face barriers to learning are fully included, make very good progress and experience success.

- Teachers use digital tools very well to enhance learning and teaching across the curriculum. For example, they use video clips to help children understand unfamiliar contexts and increase their subject specific vocabulary. Children show independence and initiative when using a wide range of digital tools to support their learning and present their work. They use software to record learning and reinforce learned skills.
- All staff have worked very well as a team to develop stimulating and engaging learning environments. In P1 to P3, teachers have developed approaches to play and learning which is having a very positive impact on children's independence, social skills, confidence and resilience. They have a sound knowledge of the principles within national practice guidance *Realising the Ambition: Being Me (2020)*. They use this to improve their curriculum, ensuring it is developmentally appropriate and progressive as children move through the school. Staff plan experiences across a range of learning environments, such as the local woodland. They reflect regularly on their approach, adapting to meet the changing needs of the children. Teachers share professional reading and learning with all staff to build capacity and understanding across the team. They support others to plan how to use these approaches to build on children's learning as they move beyond the early stages.
- Teachers make very effective use of an online system for planning which all staff, including learning assistants, have access to. They can demonstrate clear progression in children's learning, supported by responsive planning and pupil voice input. Teachers use learning conversations and children's work effectively to inform their planning. In the classroom, teachers think carefully about the content of lessons. They use children's feedback to review and adapt their planning to ensure it engages and challenges learners. As a result, in almost all lessons, children experience high-quality learning and teaching which is resulting in improved attainment. They collaborate well to identify next steps in learning for individual children as well as across national expectations at early, first and second levels.
- Teachers use a whole school calendar of assessment activities to support and ensure the reliability of their teacher judgements. This includes a well-developed and established approach to moderation. They use a range of well-considered assessments and ongoing assessment opportunities to assess children's progress across the curriculum. At P1, P4 and P7, teacher assessment of achievement of key milestones are accurate and robust. Teachers support children to provide high-quality self and peer assessment which is evident in all classes. Supported by senior leaders, they analyse results to identify early intervention strategies to support children's progress and attainment. They use assessment information very effectively to plan high-quality learning experiences that challenge and meet the needs of all children. This approach to planning, assessment and internal moderation of children's progress ensures consistently high levels of attainment across all stages for almost all children.
- Senior leaders have developed a rigorous approach to accelerating children's progress and increasing their attainment, particularly for children who experience barriers to their learning. They use an effective whole school tracking system which allows robust monitoring of children's progress and achievement in learning. They track a wide range of cohorts and groups, including those from different SIMD deciles. This ensures they identify any children at the earliest stage who are not on track to achieve expected levels of attainment. Teachers use a wide range of accurate and informative data very well to develop and target support effectively to ensure children achieve expected levels. Led expertly by the headteacher, staff's approach ensures children's socio-economic circumstances are not a barrier to high attainment. As a result, almost all children achieve nationally expected levels of attainment. The headteacher has shared this highly-effective practice, with a focus on literacy and English, across the learning community and local authority.

2.2 Curriculum: Learning pathways

- Teachers have developed flexible learning pathways and use them to build on children's prior learning. They plan experiences which are progressive across the curriculum with support and challenge identified for targeted groups. Learning pathways are based on experiences and outcomes and CfE design principles. Teachers use them very well to support children's progress, attainment and achievement.
- Teachers identify resources and strategies that are having a positive impact on children's progress in literacy, numeracy and health and wellbeing. This helps them embed these approaches consistently across the school.
- All children experience at least two hours of high-quality physical education per week following a skills-based pathway from P1 to P7. All classes exercise daily, and children are encouraged to be physically active. As planned, teachers should continue to extend further the learning opportunities for all children in food and nutrition.
- All children currently learn French from P1 to P7 and Italian from P5 to P7. Teachers plan for learning across the curriculum to develop children's knowledge and application of learned vocabulary.
- All teachers incorporate outdoor learning experiences into their planning. Children learn outdoors on a regular basis and are highly-motivated by this approach. Teachers report that it is having a positive impact on children's physical and emotional wellbeing, developing confidence, promoting teamwork and reinforcing learning. As planned, staff should now continue to extend and develop the school's outdoor learning curriculum pathway to support further progression in learning.
- Teachers across the school make well-planned, relevant links with literacy, numeracy and health and wellbeing to other areas of learning. This supports children to identify articulately the skills they are learning and apply them to other areas of the curriculum.

2.7 Partnerships: Impact on learners – parental engagement

- Almost all parents feel that staff treat their child fairly and with respect. They feel comfortable approaching senior leaders with any worries or concerns and are confident that these will be treated seriously and actioned promptly. Parents comment very positively on the caring, approachable and supportive school staff, referring to the strong feeling of family across the school. With mitigations now easing within the local authority, the headteacher has plans to increase the involvement of parents in their child's learning.
- Almost all parents value the regular communication through newsletters, the school app and learning consultations provided by the school. Parents are very supportive of school events. The Parent Council fundraise to provide activities which enhance children's social experiences. They provide financial support for events to ensure no child misses out. The headteacher updates them regularly on school improvements and the progress staff are making to improve outcomes for children.

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

- Children benefit from the very supportive and nurturing relationships across the school. All staff work very effectively as a team and promote an ethos that is caring, nurturing and inclusive. They support all children very well through a positive relationships approach which aligns to the school values. Almost all children know who they can talk to if they have any worries or concerns. Interactions between children and adults and children and their peers are very positive, respectful and supportive. It is a feature of the school for children to support their peers in their learning, as well as socially and emotionally, to aid the wellbeing of others.
- Senior leaders use daily assemblies very well to take a closer look at different aspects of wellbeing such as the social skill of the week. Children benefit from this whole school welcome, which has helped to develop the strong sense of family across the school. Children celebrate the achievements of others. They share aspects of their learning linked to wellbeing which has contributed to children's strong understanding of wellbeing across the school.
- Across the school, teachers have embedded the language of the wellbeing indicators into class life. They use them as a shared language to support children to reflect on and talk about how they are feeling. Children regularly reflect on their wellbeing and share this with staff to identify support opportunities if needed. As a result, children talk articulately about the relevance of the wellbeing indicators to their daily experiences. They make links to the school values and show how both help them to discuss themselves as learners. Children's wellbeing has improved significantly as a result of these whole school, regular approaches and is evidenced through the school's rigorous approach to tracking children's wellbeing.
- Staff ensure the rights of each child are a central focus of their work. Children have a strong awareness of their rights and the rights of others. They show this through the very respectful relationships and interactions that are evident across the school. Teachers' planned focus on the United Nations Convention of the Rights of the Child (UNCRC) helps to continue to increase children's understanding of the wide range of rights they are entitled to. Children take action to apply their understanding of rights and their responsibilities as a global citizen through their leadership roles. Eco committee members have linked with a local charity to improve their understanding of how to look after their community. Children support others to develop the same understanding through presentations and practical actions such as regular litter-picks. P6 and P7 children have an increasing understanding of their local area through their engagement with the John Muir award. Children take part in tree planting to improve their local environment and promote biodiversity. Each class has elected a 'Rights Champion' to celebrate the work of their peers weekly through school awards.
- The local authority submitted self-evaluation 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. The HNI also examined documentation relating to the effectiveness of whole school health promotion duties as far as they relate to food and nutrition. Areas for development have been agreed with the school and the school meals provider.

- All staff are aware of the expectations to fulfil their statutory duties. They all engage in annual updates to the mandatory child protection training. Senior leaders work with staff to regularly audit, review and update policies and procedures in line with national guidance. They provide regular training sessions which take a closer look at different aspects of safeguarding. This is supporting staff to have an increased understanding of the impact different circumstances can have on children and families. Senior leaders also plan regular training to support staff to have an increasing understanding of nurturing approaches and inclusive practice. Teachers use an environmental audit toolkit to review children's learning environments to ensure they are fully inclusive. They make well-considered changes to meet the needs of all children and ensure barriers to learning are removed.
- The school celebrates diversity and challenges discrimination through its health and wellbeing programme, inclusive ethos, whole-school events and celebrations. The headteacher engages regularly with training that supports inclusion and equality. For example, she links with professionals beyond the school and local authority to learn about best practices in inclusive education and LGBTQ+. She plans training for staff to ensure the full team have the skills to promote equality and diversity. Teachers plan a weekly focus for children to encourage and affirm their peers. Children celebrate the strengths, differences and positive attributes of others. In turn, children have a better understanding of the positive contributions they make to their school. Teachers use the religious education programme to support children to respect others' beliefs and values. They plan learning opportunities that foster children's understanding of themselves as a global citizen. Religious observance opportunities are provided through assemblies, mass, prayer and close links with the local priest. This approach to developing children as global citizens could be developed further, taking into account the planned focus on the UNCRC.
- Senior leaders act promptly to provide support for children who require it. They have developed a clear and highly-effective approach to the staged intervention process for children with additional support needs (ASN) within the school. Staff have a proactive approach to supporting children and plan well-considered, timeous and informed support. The headteacher arranges 'Team around the Child' meetings with parents, partners and school staff to ensure children's needs are met effectively. She utilises the expertise of a wide range of professional partners, such as the educational psychologist, to plan appropriate interventions to support children's learning and emotional wellbeing. They consult children about the support they need and ensure children's views are central to the decision-making process.
- Staff review children's progress regularly to ensure interventions are effective and outcomes are achieved by agreed timescales. All staff have a very good understanding of the needs of children and manage these in a sensitive way. They do this, ensuring the dignity of every child is maintained when providing this support. Children talk openly about how adults in the school support them socially, emotionally and with their work. They feel listened to and included in decisions about their learning. All children make very good progress against planned targets as a result of the timeous and well-planned support. Children who previously found it challenging to access classroom experiences are fully included and thriving at St Ronan's Primary School. Those who have barriers to learning in literacy and numeracy display improved mental agility and phonic knowledge as a result of interventions. All targeted children are now working within nationally expected levels with almost all on track to achieve these levels.

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

- Overall, children's attainment in literacy and English and numeracy and mathematics is very good. There is a consistent trend that almost all children attain nationally expected levels across both literacy and numeracy by the end of P7. For session 2021-2022, almost all children in P7 attained second level in writing and all children attained second level in reading, listening and talking and numeracy and mathematics. A minority of children are exceeding expected levels.
- Children who require additional support with their learning make very good progress against individual targets and milestones. Children who live SIMD 1 and 2 and priority family groups attain very well and above comparator groups.

Attainment in literacy and English

- Overall, attainment in literacy and English is very good. Teachers' planning across literacy is extending and enhancing children's vocabulary progressively across the school.

Listening and talking

- Overall, children's attainment in listening and talking is very good. Almost all children show high levels of respect for others' opinions and confidently offer their own viewpoints. As children move through the school, they develop an increasing and progressive range of skills such as sustained engagement in discussions and using subject specific vocabulary correctly.
- At early level, children talk confidently about their learning and work well with a partner, sharing their ideas and listening respectfully to their peers. At first level, children talk enthusiastically about their favourite book or author. They work very well within larger groups and offer ideas and opinions. At second level, children communicate confidently and articulately, offering their opinions and adding information to support their decisions. They listen very well to adults and peers and add to discussions, building on the opinions of others.

Reading

- Overall, children's attainment in reading is very good. Across the school the strong culture of reading is evident. Children have ownership over the content of the school library and regularly request new reading materials which are added promptly by staff. Whole school initiatives such as the Reading Schools Award and First Minister's Reading Challenge are encouraging almost all children to read a wide range of genres.
- At early level, children are developing well their knowledge of sounds, letters and blends and use these to sound out simple words. They recognise common words when reading class texts. At first level, children read confidently, with increasing fluency and expression. They have a very good awareness of genre and show sound understanding of the range of texts they read. At second level, children read very well with fluency and expression. They ask and

answer increasingly complex questions about a range of texts, understanding inference exceptionally well.

Writing

- Overall, children's attainment in writing is very good. Across the school, children present their work to a very high standard.
- At early level, children use common words and known sounds to write simple words and sentences. They use capital letters and full stops to punctuate sentences correctly. Across first level, children enhance their writing using a wide range of ambitious language to engage the reader. At second level, children produce very high-quality extended pieces of writing across a wide range of genres. They incorporate figurative language very well to engage the reader, using a wide range of punctuation to enhance their writing.

Attainment in numeracy and mathematics

- Overall, attainment in numeracy and mathematics is very good. Children across the school show enthusiasm and confidence in this curricular area.

Number, money and measure

- Almost all children use a range of strategies to carry out mental calculations. They discuss different ways to calculate the answer appropriate to their level. At early level, children order and sequence numbers within 30. They confidently apply addition and subtraction skills within 10. At first level, children use the correct mathematical vocabulary when discussing the four operations, confidently applying them to a range of written calculations. At second level, children have a sound understanding of, and work confidently with, fractions, decimals and percentages. They have sharp recall of multiplication tables and use these to calculate whole number and decimal fractions quickly and accurately. Across the school, children work with money at the right level. As children move through the school, they become increasingly skilled at estimating the size and length of familiar objects. Children at second level confidently convert between related measurements and use these skills during problem solving tasks.

Shape, position and movement

- At early level, children sort and organise two-dimensional shapes to different criteria and use positional language correctly within movement games. At first level, children identify right angles within shapes and confidently draw multiple lines of symmetry. Children at second level describe and classify a range of angles, making links to compass points. They can illustrate the use of symmetry for a range of regular and irregular two-dimensional shapes. By second level, children use an increasing range of language to describe the likelihood of events happening.

Information handling

- Across the school children can identify ways to collect and display data relevant to the level they are working at. At P7, children display data using correct scale and interpret information in a variety of ways. They gather increasingly complex data within spreadsheets and use digital tools very well to display data using a range of graphs. By second level, children analyse increasingly complex data sets and identify appropriate ways to present this information.

Attainment over time

- Senior leaders can show a very clear overview of attainment over time. This takes account of children's progress at early level in the school's early learning and childcare setting. Senior leaders and teachers have very high aspirations for all children ensuring there is 'no ceiling' put on expectations. Staff work together to predict the minimum expected progress of children and identify early those who are not on track to achieve expected levels in literacy and numeracy. Their use of the flexible tracking system shows clearly children on and off track and the work

that is put in place to improve children's progress. Staff's relentless drive to accelerate the progress of identified children ensures almost all achieve more than original predictions.

- Staff make very good use of National Benchmarks to make robust judgements about children's progress. Senior leaders have a detailed and accurate understanding of the progress all children make as they move through the school. As a result, they can show where progress has been accelerated and gaps have been closed. Teachers should now formalise their approaches to tracking children's progress across the curriculum.

Overall quality of learners' achievements

- Children can talk about the skills they develop as a result of their school experiences and are increasingly accurate in identifying the skills they develop as a result. They speak articulately about the leadership skills they develop as part of committees and through the roles they take on during group work. For example, children recognise their oral and written presentation skills have improved as a result of the regular opportunities to speak and share with different audiences. They are articulate and discuss in depth how they develop and apply their skills and learning across the four contexts of CfE.
- Teachers track children's attendance and participation in activities in and out of school and ensure that no child misses out. Across the school, children's achievements and successes are celebrated regularly through assemblies, school newsletters and the school's social media account and website.

Equity for all learners

- Senior leaders analyse assessment data very effectively to identify factors that affect attainment such as additional support needs, attendance or the impact of socio-economic circumstances. They monitor closely the progress of protected groups, such as those who are care-experienced. With staff, they use this information to plan comprehensive interventions and additional support where needed, ensuring children attain to their full potential.
- Senior leaders use the Pupil Equity Fund very effectively to provide targeted support for children, particularly in relation to improving their wellbeing. This removes barriers to learning to meet individual children's needs and enables their full participation in the life of the school. Planned interventions for identified groups have closed previous attainment gaps in literacy and numeracy. Almost all children who receive short inputs of targeted support remain on track long term to achieve expected levels in literacy and numeracy.

Practice worth sharing more widely

The headteacher has developed a very strong approach to school improvement which is supported by high-quality professional learning. She supports staff very well to engage in a wide range of processes such as coaching conversations and a professional reading group. These approaches are supporting teachers to develop a deeper understanding of pedagogical approaches within the school. All staff have a shared understanding of the rationale behind improvement. They work very effectively as a team to embed well-considered and tested approaches that are accelerating children's attainment and improving their wellbeing. As a result of the headteacher and staff's approach to improvement, children experience high-quality learning experiences consistently.

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.