

Summarised inspection findings

Carnock Primary School

Fife Council

10 June 2025

Key contextual information

Carnock Primary School is a rural school set in the small village of Carnock, west of Dunfermline. There are currently 70 children in the school organised across three multi-stage classes. The headteacher has been in post for five years and is also headteacher for Crossford Primary School. She is supported by a senior leader who is employed as 50% principal teacher and 50% depute headteacher. The principal teacher (PT)/depute headteacher (DHT) works at Carnock full-time and is non-class committed.

Most children reside in Scottish Index of Multiple Deprivation deciles 7 and 8. Across the school, 27% of children require additional support with learning.

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

- All staff model and promote very well the school values and the vision: 'To learn, discover and achieve more every day'. They use attractive displays, classroom interactions, committees and assemblies to revisit the vision and values. This ensures these are well-embedded and remain relevant for all within the school community. This helps children to understand the shared expectations, be ambitious to achieve their best in learning tasks and follow the school values. Staff and children work collaboratively to develop a shared language of children's rights throughout the school. They link learning and teaching to relevant children's rights. Children are developing their knowledge and understanding very well in this area.
- The staff team has very high expectations of themselves and children. They are ambitious for all children to achieve success and enjoy learning. Staff know all children and families very well and foster an environment where children thrive. This is resulting in children making very good progress in learning.
- Distributed leadership is a strength in the school. The headteacher is supported very well by the PT/DHT in the daily leadership of the school. The PT/DHT leads the school when the headteacher is at her partner school. Together, they know the school very well and understand the strengths and areas for improvement. Senior leaders and teachers review continuously the work of school staff and their progress towards achieving school improvement priorities. They use this detailed self-evaluation to help shape future improvement plans. However, senior leaders should record this self-evaluation more rigorously to evidence more clearly the success of recent school improvements. This will enable them to strengthen their evidence base of continuous improvement.
- Senior leaders and staff are invested fully in reviewing the work of the school and continuously strive to make improvements. Last school session, staff's robust self-evaluation helped them to identify the need to improve children's attainment and progress in writing. Senior leaders developed an action plan which included staff development, changes to pedagogy and quality

assurance arrangements. A teacher attended impactful professional learning and led improved approaches to supporting writing with staff. As a result, teachers are more confident in teaching writing. This has led to improvements in children's work and increased attainment levels in writing.

- The PT/DHT leads the day-to-day quality assurance very well and is ensuring all children experience highly effective learning and teaching. She provides teachers with high-quality feedback on learning and teaching through observations, learning walks, attainment meetings, pupil groups and professional dialogue. Teachers value highly this culture of support and challenge and work very well together to ensure children experience a positive learning ethos. The staff team members are highly supportive of one another and are extremely motivated to deliver improved outcomes for all children.
- Staff have created an ambitious and aspirational culture where everyone is reflective of their own practice. They engage in regular high-quality professional development and discussion. Teachers discuss educational texts at their reading group and consider how they can improve their practice as a result. They carry out tests of change in classrooms on aspects of pedagogy, for example in spelling and numeracy. This is leading to highly effective learning and teaching experiences for children across the school.
- Senior leaders have professional trust in staff and empower them to lead change in a range of areas. Staff are creative and relentless in their approaches to improvement. They are determined to improve outcomes for children. Staff leadership roles include, leading wellbeing programmes, developing loose parts play, leading the promotion of reading and writing. This is resulting in meaningful improvements in practice over time and is building a culture of shared leadership.
- Staff value highly all children's opinions and ideas to improve the school. Children have a genuine voice in school improvement and daily school life. All children from P1 to P7 are involved in pupil committees to improve children's experiences. These include the pupil council, gardening, 'The Carnock Bugle' newspaper and the fitness committee. The pupil council have engaged in significant work to develop an increasing understanding of children's rights for all children and staff. They share information at assemblies, on displays and support teachers in ensuring children's rights are linked meaningfully to learning. This is helping all children to feel confident to share their views and know they will be listened to.
- Senior leaders plan regular opportunities for children to be involved in evaluating the work of the school. Children take part in focus groups on learning. They engage well with teachers about learning on an individual basis through 'time to talk' sessions and carry out learning walks and jotter monitoring. Children are confident to share their views about what helps them to be motivated to learn and the level of challenge they experience in lessons. Teachers use this feedback well to improve learning and teaching.
- Parents have useful opportunities to share their views about school through regular questionnaires. Senior leaders analyse the results of these and act on feedback given. They have delivered helpful sessions for parents on aspects of numeracy as a result of this. Senior leaders should now consider how to involve parents more meaningfully in school improvement planning. This should include how Pupil Equity Funding (PEF) is spent.

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

- Senior leaders and teachers have established a very positive, caring and inclusive learning environment. Staff know children very well and place a high value on their views and opinions. Children are very proud of their work on children's rights. In all classes, they have established helpful class charters where children and teachers agree the expectations of behaviour, learning and respect in their class. Children participate in weekly class meetings which support them to participate meaningfully in decisions which impact them as learners. They reflect on learning over the week and help teachers to plan appropriate next steps. As result of this approach, almost all children are confident, highly-motivated and resilient learners.
- Staff create well-organised, stimulating learning environments, where children's work and achievements are displayed and celebrated. All teachers have a very good understanding of each child's strengths and next steps in learning. Their strong knowledge of individual children enables them to plan high-quality learning experiences that match very well to almost all children's abilities and needs. As a result, almost all children engage enthusiastically in their learning. They link and apply new learning and skills across the curriculum, including the outdoors.
- Teachers provide learning activities which allow children to work effectively individually, in pairs, groups and across stages. Children work collaboratively, solving problems and sharing their views respectfully on a regular basis. Teachers are skilled at organising learning appropriately to meet the needs of children in composite and multi-composite classes. They provide effective support and challenge. They use strategies including 'pit pals' and 'brain buddy boss' to enable children to be independent and help each other well during activities.
- Staff, across the school, are encouraging children to learn through play. They have been most effective when engaging children in whole-school themed play events and when learning outdoors. At the early stages, staff have engaged in professional reading on play pedagogy. This is helping to build their understanding and confidence in this area. Senior leaders and staff should develop further their approaches to learning through play at the early years. In doing so, they need to consider a greater balance of child-led and adult-led experiences as outlined in local and national guidance.
- All teachers' instructions and explanations are clear. They share routinely the purpose of learning with children and outline the steps they need to take to be successful. Almost all children articulate clearly the purpose of the tasks and activities they are engaging in. Teachers guide children very effectively to talk about their learning through group and class discussions. Children are becoming increasingly confident in co-creating steps for success and should continue to be supported to extend this. All teachers use questioning effectively to elicit information, check understanding and to reinforce and extend children's learning. This is helping children to develop well their higher order thinking skills.

- In almost all lessons, teachers provide consistently high-quality verbal feedback to children on their work. This supports children to make very good connections in their learning and build upon their strengths. As a result, children reflect well on the progress they make and identify with their teacher the help they require to make continued progress. They take ownership of capturing their development in different curricular areas and record important information in 'Learning and Achievement' jotters which they share with parents.
- Teachers plan a range of activities for children to use technology regularly to support their learning. They build digital approaches very well into children's routines, allowing teachers and children to develop skills together. Children use digital devices appropriately to reinforce learning, undertake research and for presenting their ideas. Teachers use digital assistive technology to enable children who require support with learning to access tasks independently. As a next step, teachers should help children to develop further their technology skills. This should include using online platforms which will promote continuity as they move from P7 to secondary school.
- Teachers use a wide range of assessment approaches appropriately to plan and track children's progress. During lessons, all teachers use assessment strategies well, including pupil conferences and rich floor book discussions to assess children's understanding. They provide helpful feedback which is enabling children to improve their work. Children, across the school, are involved in peer and self-assessment which is allowing them further reflection on their own learning and that of others. These approaches are helping children to know their own next steps in learning well.
- An established assessment calendar supports teachers use of assessment to plan next steps in learning for children. Teachers use standardised and planned assessments well to inform termly and weekly planning and to ensure individual children and cohorts make expected progress. Staff have begun to assess children's progress in other curricular areas, for example in health and wellbeing and art and design. They use this information effectively to make judgements about the strong progress children make in other curricular areas and plan their future learning.
- All teachers have a strong understanding of progress within a Curriculum for Excellence (CfE) level. They undertake moderation activities regularly to support their professional judgements. Teachers share successful teaching strategies and challenge each other to improve learning. As a result, their teaching approaches continue to be refreshed and relevant to children. Teachers work effectively with colleagues from their partner school. They share and discuss examples of children's work across an increasing number of curricular areas. Senior leaders should now reintroduce increased moderation with other schools to support teachers further to explore pedagogy and relevant learning themes.
- Teachers involve children in planning a variety of curricular areas, making appropriate links across subjects. This provides a flexible and responsive approach to planning effective learning experiences for children. Teachers plan learning over the long, medium, and short term across all curricular areas. As planned, senior leaders should continue to streamline approaches to planning to ensure they remain manageable.
- Senior leaders have developed robust approaches for tracking and monitoring children's learning and to measure progress. Teaching staff are involved regularly in useful attainment and achievement meetings that help them to track, monitor and assess children's progress. Collaboratively, they identify individuals and groups of learners who have gaps in their learning, require further support, consolidation or extension. Teachers plan appropriate interventions and strategies. As a result, children who require help with learning are well supported and progress appropriately towards achieving their own targets.

2.2 Curriculum: Learning pathways

- Teachers use flexible learning pathways in all curricular areas to help them plan opportunities and develop children's skills for effective learning. They use Fife Council Progressive Pathways and a school outdoor pathway to ensure children experience a broad, balanced and interesting curriculum and gain various skills. They provide children with opportunities to shape the curricular offer through sharing their views on what they want to learn. This is helping children to experience consistent quality experiences and build on previous learning as they progress through the school.
- Teachers plan learning which ensures children develop well the skills for learning, life and work. They plan curricular experiences which enable children to develop their abilities in solving problems, researching challenging topics and engaging in regular discussion across different curricular aspects. In most classes, teachers link skills well for future careers, helping children to make connections and understand the relevance of various curricular experiences. This provides a high level of motivation to children.
- All children are developing relevant skills in French. Children in P5-P7 learn German as part of the school's 1 +2 approach to teaching modern languages. Children enjoy sharing their increasing vocabulary and understanding in these languages through simple conversations.
- Children experience two hours of high-quality physical education each week. Children are exercising regularly, and teachers incorporate skills successfully in physical education lessons.
- Teachers plan interesting art lessons which help children develop skills in design, drawing and in using a range of materials. Children learn about artists' lives, and their work. They created portraits of Frida Kahlo and replicated Charles Rennie McIntosh designs. Children value their learning in this area and are developing a range of techniques and skills through their curricular experiences in art and design.
- Staff and children promote a love of books and reading. Children have regular opportunities to 'drop everything and read', for example at break times they access a reading trolley in the playground. Children share their personal videos of book recommendations at assembly. Children planned a successful reading festival in the community as part of their work to develop reading across the school. They planned book swaps, story telling sessions and shared favourite stories. Children continue to promote reading for enjoyment across the school with attractive reading spaces, libraries and a wide range of fiction and non-fiction books.
- Teachers follow a progressive outdoor learning plan which supports children very effectively to learn about their environment and sustainability. Children learn about their local landscape and are developing helpful skills and knowledge on how to assess risk and keep themselves safe outdoors. As part of this work, children experience the opportunity to climb a Munro, attend residential and full day outdoor learning experiences and learn how to protect the environment and nature.

2.7 Partnerships: Impact on learners – parental engagement

- Senior leaders and staff share relevant information with parents and carers about the school and children's learning through social media and regular newsletters. Teachers share informative children's learning journey folders with parents and carers throughout the year to help them understand how their children are progressing in different curricular areas. Parents and carers have helpful opportunities to attend parent evenings and school events. The staff invite parents/carers to learning events where they share information with them on how to help children with numeracy or digital skills. They ask them regularly what further support they would like through questionnaires. A minority of parents would like more information on a more regular basis on how their children's learning is assessed and the progress they are making.
- Staff use a 'you said, we did,' board to show parents/carers how they use their feedback to make changes in school. They arranged a parent workshop for parents on supporting wellbeing as a result of feedback. The headteacher should now continue to look for ways to involve parents and carers meaningfully in school development and improvement.
- The Parent Council are very supportive of the work of the school. This includes through fundraising, for example they contributed recently to the cost of new interactive televisions for classrooms.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.1 Ensuring wellbeing, equality and inclusion

very good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- All staff have nurturing relationships with children. Children and staff have created a welcoming and caring ethos where there is mutual respect between them. Children's voice is highly valued and all are supported well. Building on strong, shared values and an embedded approach to supporting children's rights, staff meet children's wellbeing needs very effectively. They address any worries and concerns proactively and remove any barriers to learning allowing children to feel safe and cared for. As a result, almost all children feel safe and included in their school community.
- Children are considerate of the needs of others and have a strong understanding of inclusion. Almost all feel that school helps them to understand and respect other people. Most consider that bullying is dealt with effectively. Senior leaders work very well with 'The Bullying Ambassadors' who take a lead role in raising awareness of the types of behaviours that could be classified as bullying. They help everyone to know different routes of support that can be accessed if a child believes they are being bullied. Staff plan sensitive opportunities for children to learn about bullying through stories. They took part in drama lessons where children considered how the character Cinderella was treated and how she could best be supported. Children engage in mature discussions about the impact of bullying and share confidently their detailed learning and understanding in this area.
- Staff ensure almost all children have a strong understanding of their own wellbeing and the wellbeing indicators. Children articulate very well how experiences in school help them to reflect on and improve their wellbeing. Children evaluate their own wellbeing formally once a year. Senior leaders, teachers and support staff review children's data and follow-up on any concerns. Collectively, staff plan appropriate help and interventions to meet the needs identified. This includes well-judged targeted health and wellbeing lessons and support from partners.
- Teachers support children very effectively to learn how to lead a healthy lifestyle. Children discuss readily ways to keep themselves healthy and how to make good choices about the best foods to eat. They experience a variety of sports activities and clubs which improve their wellbeing, including fitness. Senior leaders track children's activities in and out of school to ensure opportunities they provide remain equitable and accessible for all.
- Staff skilfully support a few children who require help to manage their emotions. All staff are patient and consistent in their approach. They use visual prompts, clear communication and effective routines to enable children to feel secure, settled and safe. They deal with infrequent instances of dysregulated or distressed behaviour in a sensitive way. All children are made aware of strategies and resources they can access to help them to regulate their emotions. As a result, almost all children behave very well.

- Senior leaders and staff have a very good understanding of their statutory duties. All staff complete mandatory local authority courses which ensure that they are aware of their statutory responsibilities, for example in meeting needs and safeguarding. Staff approach their duties using their firm understanding of national guidance such as Getting it right for every child (GIRFEC).
- Support staff, teachers and senior leaders collaborative very effectively to plan interventions which meet well the needs of individual children. Staff provide bespoke and flexible interventions which are reviewed regularly. This helps children who require support with learning to engage well in class, and to have the support they need to progress. Senior leaders should ensure they collate intervention data more robustly to evidence more clearly the progress children with barriers to learning are making.
- Staff promote inclusion very well through P1 to P7 pupil led committees. All children engage in committees and make highly meaningful contributions to the ethos and life of their school. Children lead and evaluate groups that promote wellbeing. The Helping Hands Committee provides opportunities for peer mediation and the Kindness Committee recognises and celebrates children who model the school values. These opportunities encourage children to recognise the importance of wellbeing, equality and inclusion and help them to understand how these apply in real-life contexts.
- All staff work very well with partners to meet the needs of children who require support. They are proactive to seek and act on guidance. Children are involved in personalising and planning what their support should look like. They are given regular opportunities to review what is working for them. For example, children are included in creating a learning space, resource or activity to help them. Senior leaders include parents appropriately in planning meetings to review and plan with school staff to meet their child's needs. Senior leaders track the progress children are making through meetings. Staff's highly personalised approaches to each child ensures children who require help with learning make good progress towards achieving their own learning and wellbeing targets.
- Teachers plan religious and moral education well as part of children's curriculum entitlement. Children learn about different religions, cultures and significant religious figures from the past. This is supported through effective class learning and assemblies. Staff provide children with regular opportunities to explore diversity and difference and consider viewpoints that are different from their own. Most children talk confidently about disability, race, gender and beliefs and how these are reflected in the diverse world they live in. A few are less confident in their understanding. Teachers should continue to provide opportunities for children to develop their knowledge in this area.
- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. Minor areas for improvement have been agreed with the school and the school meals provider.

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

- Overall, children's attainment in literacy and numeracy is very good. Most children in P1 achieve expected CfE levels in literacy and numeracy. Almost all in P4 achieve CfE national expectations in literacy and most achieve in numeracy. In P7 all children achieved national expectations in literacy and numeracy.
- Across the school, most children make very good progress against prior levels of learning and attainment in literacy and numeracy. A few children at all stages are working beyond expected levels and experience a high level of challenge in both literacy and numeracy.
- Children who require support with learning make good progress towards their own targets.

Listening and talking

- Across the school, almost all children are articulate and talk confidently to adults about their learning. They work well in groups and listen respectfully to the views of others, responding appropriately during discussions.
- At early level, most children follow simple instructions to show they understand. They share information in a group well, taking turns to talk and listen. At first level, almost all children make simple notes from information they listen to. They identify the main ideas and answer questions accurately on what they have heard. At second level, most children plan and present information or learning to others with confidence, for example, Scots poetry or class talks. They use appropriate techniques to engage a listener which include expression, pace and clear annunciation.

Reading

- At early level, most children answer questions well about a story they know, sharing what they liked. Most children use sounds and blends to read simple words. They should continue to develop their understanding of tricky words. At first level, children recognise the difference between fact and opinion. They answer literal and inferential questions very well on texts read and share why they like a book. A few would benefit from revising the features of non-fiction texts. At second level, most children answer questions confidently on texts read, sharing the evidence for their opinions. They summarise texts and predict accurately what will happen next based on their reading.

Writing

- At early level, most children are learning to write their name and simple words and letters. They draw detailed drawings. They need to continue to develop their early writing skills. At first level, children write recounts, explanations and informative texts to share information. They use an increasing range of punctuation and appropriate vocabulary to make their writing interesting

and easy to read. They understand well what they need to do to improve their work. At second level, children write well in a range of genres and engage the reader by using persuasive and emotive writing. They should continue to use their feedback to edit and add detail to their extended writing.

Numeracy and mathematics

- Overall, most children make very good progress from prior levels of attainment in numeracy and mathematics. A few children across all classes are making progress beyond expected levels.

Number, money and measure

- Across all stages, most children use their knowledge of number facts and strategies very well to solve open-ended problems as appropriate to their age and stage.
- At early level, most children confidently order numbers to 20 with confidence and all children count objects using one-to-one. They add mentally to 10, a minority are not yet fully confident when subtracting within 10. At first level, almost all children round numbers to the nearest 10 and 100. They read, write and order whole numbers to 1000 with accuracy, starting from any number in the sequence. Most children calculate correctly the total spent and change to be given within £10. A few are not yet fully skilled in this. At second level, most children find the fraction of an amount and show equivalent forms of fractions, decimals and percentages. Almost all children recognise numbers less than zero and give real-life examples of ways in which these are used for example, in weather temperatures.

Shape, position and movement

- At early level, almost all children recognise, describe and sort common two-dimensional shapes and three-dimensional objects well using a range of properties. They use correctly the language of position and direction in movement games. At first level, all children are developing appropriately their use of mathematical language, for example, side, face, edge and vertex to describe the properties of shapes they know. At second level, children accurately recognise, describe and classify a range of angles identified within shapes in the environment.

Information handling

- At early level, almost all children use their knowledge of colour, shape and size to match and sort items in their environment with confidence. At first level, almost all children, collect and display important information accurately on bar charts and answer simple questions about the data collected. At second level, most children describe well a range of ways to display and interpret data. Children at first and second levels now need to make further use of technology to display their data.

Attainment over time

- Due to the small numbers of children at each stage, attainment over time data is variable. However, senior leaders and teachers have a detailed understanding of the progress individual children make over time. They have a breadth of evidence, including detailed tracking and post and pre assessment data, which shows children's strong progress and attainment in literacy and numeracy.
- Senior leaders also use this data to identify any trends or gaps for cohorts and plan whole school improvement as a result. This includes recent work on promoting numeracy, writing and reading which has had a positive impact on improving children's attainment.
- Senior leaders monitor children's attendance regularly. They use local authority guidance and follow up with any family where attendance falls below expected levels. The headteacher ensures parents understand the importance of regular attendance at school. Currently,

children's attendance is 94.7% which is above the national level. There are currently no children who attend school on a part-time timetable.

Overall quality of learners' achievements

- Children talk passionately about the range of their achievements and successes. All of their achievements are celebrated through assemblies, social media, displays and through praise and recognition. Children talk confidently about the skills they are developing through different committees, clubs and experiences.
- Older children successfully lead a wide range of clubs for children which include dance, quiz, debating and lego. They plan the activities and develop their leadership skills effectively through running the well-attended clubs.
- Children develop skills for learning, life and work through participating in a breadth of trips, sporting activities, cultural events and enterprise projects. These include regular high-quality outdoor learning experiences and residential trips. All of children's achievements, both in and out of school, are tracked appropriately by teachers and senior leaders. They use this information to ensure no child is at risk of missing out and provide particular activities for children where this may be the case.
- Children develop important leadership skills at Carnock. For example, they take on responsibilities to be playground leaders, peer mediators, lunchtime helpers and bullying ambassadors. They undergo training for these roles and talk about the impact of them on their confidence and contribution to the work of the school. Through these roles, older children support younger children in the playground to have a more positive experience, for example, through being included in games.

Equity for all learners

- Senior leaders know children and families very well. They have discussed ways to minimise the cost of the school day with the Parent Council. They support families who may experience financial hardship with the cost of residential trips to ensure no child misses out. Senior leaders signpost parents and families to support with the cost of living via their website.
- Senior leaders use PEF to employ additional staff to provide a range of interventions across the school. Staff identify children who have barriers to learning and plan appropriate interventions to help identified children to close gaps in wellbeing, literacy and numeracy. This includes vocabulary and reading programmes. Senior leaders have data to show the good progress children who receive interventions are making.
- Senior leaders should now consider how they can evidence more robustly the impact of the PEF they receive. As a next step, they should demonstrate more effectively how this is accelerating closing gaps in learning.

Practice worth sharing more widely

Children are valued as partners in school improvement and in taking on impactful leadership roles. In doing this, they develop confidence in sharing their opinions with evidence. They gain a breadth of skills for learning, life and work.

- Children have regular opportunities to evaluate the work of the school. They take part in focus groups to discuss learning and teaching and school improvement priorities. Children engage in learning walks to audit school environments. They share their feedback with senior leaders. This ensures children feel included in improving the school. They are able to share their views respectfully and explain their thinking.
- Children have leadership roles which include playground ambassadors, peer mediators, bullying ambassadors and reading buddies. Staff train children sensitively to carry out these roles and children take these responsibilities seriously. This is developing their communication and problem solving skills well.
- All children in P1-P7 are part of school committees which work to improve the school. These include pupil council, fitness, gardening and the Carnock Bugle. Children create action plans and work together with teachers to improve their environment, children's wellbeing and learning experiences.
- Older children successfully lead a wide range of clubs for younger children which include drama, computing skills, quiz and science. This is helping to develop a range of skills.

Teachers plan an interesting, broad and progressive curriculum which ensures children are highly motivated in learning. They developed a progressive outdoor learning programme which builds on skills as children move through the school.

- Children across the school take part once a month in a full day of outdoor learning. Teachers plan lessons where children learn about their local environment and wildlife, explore plants and habitats. They plan and risk assess journeys in their local area using maps. Children experience regular learning outdoors in all weathers, in a local woodland.
- Children have well-planned outdoor days and residential experiences as they progress through the school. These build on previous experiences and allow children to take risks. They extend skills progressively and develop confidence in areas that may be out of their comfort zone. Children highly value these learning activities.

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.