

Summarised inspection findings

Bonnybridge Primary School

Falkirk Council

10 September 2024

Key contextual information

Bonnybridge Primary School is situated in the village of Bonnybridge in the West of Falkirk. At the time of inspection there were 301 children across 12 classes. 14% of children who attend the school live in Scottish Index of Multi Deprivation (SIMD) area 2. The majority of children (58%) live in SIMD areas 4 and 5. 25% of pupils are registered for free school meals. The headteacher has been in post since 2016. She is supported by an acting deputy headteacher and an acting principal teacher.

1.3 Leadership of change

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 and staff have developed a caring and positive ethos across the school. Children know they are valued and respected. As a result, there is a happy atmosphere where children and staff are proud of their school. The headteacher is well-respected by children, staff and parents. She leads with integrity and is sensitive to the school and the community. She has created a culture where staff work very well as a collegiate team. The headteacher is supported by two senior leaders. Together, over a number of years they have focussed on creating a nurturing and inclusive environment across the school community. This has resulted in well behaved, respectful children and positive relationships with families.
- The school vision and values are clear and well communicated across the school. The values of ambition, respect and kindness are evident in all relationships. They were developed collaboratively with children and are well understood. Children and staff have recently developed the school aims. These reflect well the inclusive and supportive culture of the school. Staff should continue to use these aims to support the next steps in planning for improvement.
- The headteacher manages the pace of change well. She guides the strategic direction of the school sensitively. She has created a culture of self-evaluation amongst staff. Staff are involved in evaluating classroom practice. School improvement planning takes appropriate account of cluster, neighbourhood and local authority priorities. Staff have developed appropriate improvement priorities linked to professional learning. As a result, children are able to demonstrate increased knowledge and skills in areas such as science, technology, engineering and mathematics (STEM). Staff should continue to ensure that outcomes of self-evaluation are clearly evident in plans for improvement. Senior leaders should now increase the rigour when analysing evidence and data with a focus on improving outcomes for all children. This will support them to develop clear improvement priorities which are more specific to the needs of children.
- The school's quality assurance calendar outlines annual points of review and information is collated well. Staff should look closely at the information to highlight where quality improvement

is needed. Senior leaders need to include quality assurance that is linked directly to outcomes for children. This will ensure that the work of staff is leading to further improvement.

- The headteacher uses Pupil Equity Funding (PEF) funding to enhance staffing, support children's attendance and support families. There is evidence of improvements in attendance for example in relationships with families. Staff should continue as planned to focus on how approaches are clearly linked to narrowing attainment gaps in children's learning.
- Members of the Parent Council are positive about the school. They feel well consulted on all aspects of the work of the school, including improvement priorities and the use of PEF. They work well with the headteacher and the Bonnybridge Fundraising Group (BFG) to support events and alleviate the cost of the school day for families who face financial challenges.
- A few teachers enthusiastically lead aspects of whole school improvement. They work with other teachers to implement plans, share information and support colleagues. This is helping to promote collegiality across the staff team and embed a stronger sense of consistency in practice. Teachers work well with stage partners to improve practice for example, in reading, writing and French. A few staff are working on professional enquiry projects and this helpful work is now being shared across the school. For example, a reading fluency programme is now being used at P4-P7. As a result, there is a high level of trust and autonomy amongst staff to implement change.
- Children have appropriate opportunities for leadership and decision making through a range of groups such as the pupil council, sports leaders, library leaders and young STEM. These children talk confidently and articulately about the work they do in the groups. Most children can talk about skills they are developing as a result of participation. The headteacher is aware that more children at all stages should be involved in leadership activities and in making important decisions in the school. This should include decisions about school finance in order to increase their influence on spending that leads to better participation and wellbeing. The pupil council supports staff in identifying and planning school improvement activities. This is beginning to encourage children to have ownership of the school plans for improvement. Self-evaluation activities should include a further analysis of children's views. This will enable children to have a clear role in identifying and leading improvement.
- The headteacher supports staff leadership very well. Teachers are enthusiastic and motivated by the professional learning opportunities they are encouraged to undertake. This includes the work they do with the cluster and neighbourhood groups. Staff actively look inwards to their colleagues and outwards to other schools to improve practice. A few staff are involved in sharing their knowledge more widely in education networks. Teachers engage with research and professional reading to improve their practice. They should now ensure rigorous monitoring and evaluation of the impact of this work on outcomes for children.
- Senior leaders and staff have built very effective partnerships and relationships with a wide range of partners. Joint working with the neighbouring early learning centre ensures positive transitions to school. Strong cluster working has encouraged a collaborative approach to staff working in stages across schools.

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

- Across the school, children and staff have very supportive relationships which are underpinned effectively by the school vision and values. All staff know children well and understand the context of the school. As a result, children are happy and confident. They demonstrate a real sense of pride in their school. Senior leaders have supported teachers well to ensure classroom environments reflect the school's positive nurturing ethos. They demonstrate high expectations of relationships and behaviour linked to their school values. The environment of the school is well-organised with useful displays in corridors and classrooms that reflect a literacy and STEM rich curriculum.
- Most children are enthusiastic and interact well during lessons. They work independently, or in groups and are confident learners. In a few classes, children choose their own activities of appropriate challenge. In most lessons, learning is overly teacher led. As a result, a few children disengage from their learning. Children need more opportunities to lead and take increasing responsibility for aspects of their own learning. Teachers should increase the pace of lessons and ensure children engage in experiences that extend their learning fully. This will create a greater range of opportunities for all children to lead and apply their learning in different contexts.
- Staff have recently reviewed 'A very good lesson in Bonnybridge' to develop and extend their understanding of the key features of high-quality teaching and learning. As they continue to develop learning and teaching, teachers should ensure they take full account of the needs and strengths of children in the course of their planning and delivery of lessons.
- In almost all lessons, teachers provide clear and helpful explanations and instructions. All teachers share the purpose of learning and set measures of success for children. In a few lessons, teachers co-construct success criteria with children. This helps children to be clear about how to make progress in their learning. Most teachers use questioning well to elicit information and to check children's understanding.
- Children are very positive about all aspects of literacy. Staff's focus on promoting reading and writing has impacted positively on how children develop written work and their attitudes towards reading. Staff and children have developed well-resourced quiet reading areas within the classes to enhance reading for pleasure. Children enjoy visiting the newly refurbished library and talk positively about their reading. Displays of children's work are of a consistently high standard across the school, particularly their displays of writing. They demonstrate effective writing skills across a range of genres and media. Children confidently explain how their reading fluency and writing skills have improved.
- All teachers use digital technology effectively to deliver learning. At P6 and P7, children use technology to support their learning very well. For example, they use publication tools and

applications to extend learning across the curriculum. Younger children are confident using a variety of technologies independently, such as cameras and tablets. There are a wide range of opportunities for children to use digital technology creatively to enrich learning experiences. For example, they use matrix bar codes to access educational games, books and learning. This is leading to children who are skilled in digital literacy.

- At P1 and P2, teachers are working well together to develop approaches to learning through play. They have developed stimulating learning spaces to provide opportunities for children to be creative and use their imagination. As a result, children are enthusiastically engaging in imaginative play and interacting well with each other. Teachers should continue to develop their shared understanding of play pedagogy. They should consider further the balance between adult-directed and child-initiated experiences as children progress in their learning.
- Teachers use a range of assessment approaches including national Standardised Assessments to check children's progress and achievement. Senior leaders have established assessment blocks within the school calendar to support teachers' use of targeted assessments. Constructive feedback from teachers, peer and self-assessment feature strongly in children's writing. This enables children to evaluate effectively their learning in this area. Staff should now develop this practice further across other areas of the curriculum. This will help children to identify their strengths and next steps in learning and set appropriate personal targets.
- Teachers follow the Bonnybridge assessment model and use an agreed range of formative and diagnostic assessments to measure children's progress in literacy, numeracy and health and wellbeing. Teachers now need to use this assessment information better to inform their future planning of learning. There is a need for teachers to also develop approaches to assessment that allow children to apply their learning in non-routine and unfamiliar contexts. This will support children to demonstrate their knowledge and skills across the curriculum.
- Teachers identify well those children requiring additional support. Support for learning teachers and support assistants provide a range of interventions for children. Class teachers should continue to be fully involved in the planning and tracking of learning for children with additional support needs. This will allow them to have a sound understanding of the progress children are making through their interventions. Senior leaders should review the deployment of staff who support children with additional support needs. This will ensure support is appropriately matched to the needs of learners.
- Teachers liaise effectively with stage partners to plan and moderate children's work. This supports teachers' dialogue on expected standards, resulting in confident professional judgements on children's attainment of Curriculum for Excellence (CfE) levels. Senior leaders should continue to provide opportunities for teachers to discuss and moderate children's progress through CfE levels. This will help to ensure that planned learning experiences are better matched to children's levels of understanding and skill.
- Teachers plan appropriately using the local authority progression frameworks in literacy, numeracy and health and wellbeing. They use high-quality interdisciplinary learning (IDL) planners which incorporate the four capacities of Curriculum for Excellence (CfE) alongside a skills framework. Children contribute to the planning of their interdisciplinary learning and have an understanding about the skills they are developing. A few children explain which skills they are learning during tasks and can relate these to the world of work.
- Teachers record information about children's progress through CfE levels using a local authority tracking system. Senior leaders meet termly with staff to discuss children who are not on track with their learning or those who are making very good progress. Senior leaders and

staff should continue to use information from these discussions to plan learning that takes better account of the needs of all children, including those who require support and challenge.

2.2 Curriculum: Learning pathways

- Children experience a curriculum that offers aspects of personalisation and choice, coherence and relevance. Staff take account of the local and national context and local authority progression frameworks. The curriculum is helping children to strive for ambition. Children are proud of the natural environment of the school. They enjoy learning outdoors when given the opportunity. Staff should continue to develop regular and progressive experiences in outdoor learning. Staff should look more closely at the needs of specific cohorts of children and include them in planning the curriculum. This will support their motivation and engagement.
- Staff recently reviewed their curriculum rationale and are beginning to review learning pathways. They have prioritised work in STEM and modern languages which is having a positive impact on children's learning in these areas. Currently, teachers prioritise literacy, numeracy and health and wellbeing in class timetables. Senior leaders should ensure children experience depth and breadth across all of their learning.
- Staff have created positive transition experiences at all stages. Nursery children experience a caring and positive transition into P1. Children in P7 are visited by associated secondary staff. Enhanced transitions are planned as well as appropriate pastoral transitions for all children from P7 to S1. Attainment data in literacy and numeracy is shared with the secondary school. Staff should now share information about achievement and progress across all curriculum areas.
- Children access two hours of quality physical education (PE) each week. One session each week is delivered by a PE specialist teacher. Children learn French across the school. Throughout the day, a few teachers include simple classroom instructions, praise and greetings in French. Children demonstrate their language skills daily in a variety of contexts and this is supporting a shared approach and improving fluency and understanding.

2.7 Partnerships: Impact on learners – parental engagement

- Parents are very supportive of the work of the school. They understand well the school's vision, values and aims. Parents feel welcome when they have queries, concerns or suggestions for improvement. They are consulted regularly, for example through matrix bar codes forms and surveys. Almost all parents feel that they receive helpful, regular feedback about how their child is developing at school. They value the communication with staff across the school.
- Staff plan activities where parents can join their child's learning. Parents welcome the increasing number of opportunities to engage with the school in person. This includes opportunities to be invited to class assemblies throughout the year.
- The Parent Council are very supportive of the school and together with the Bonnybridge Fundraising Group, raise funds for trips and activities. They value the updates they receive from the headteacher on the improvement work of the school.
- Parents report that their children enjoy learning at Bonnybridge Primary School. They speak very positively about the school as being integral to the local community. Parents value opportunities for achievement and the range of school clubs that enable children to participate in sports and activities. They recognise the important support provided to families who at times, may face challenges.

2.1 Safeguarding and child protection

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

3.1 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 learn within a nurturing and inclusive environment where they benefit from welcoming and positive relationships. This approach creates a supportive ethos where children are caring and kind. Staff and children treat each other with respect. Children understand very well the school values of ambition, respect, kindness. They demonstrate these values in their interactions with others. The school values are well embedded into day-to-day life and children talk about how they are used to create a positive ethos. Children across the school behave very well and display good levels of tolerance and kindness towards each other.
- Children use the wellbeing indicators very effectively to assess and talk regularly about their own wellbeing. Children consider what each of the wellbeing indicators mean for them and provide descriptions and examples to indicate strengths and needs. Children have a very good understanding about language associated with wellbeing and use it well in their descriptions about how they are feeling. Staff use the information from children's "My Wellbeing" assessments effectively to support those who require additional help. Through health and wellbeing programmes, assemblies and interdisciplinary learning, children are developing a good understanding about what they need to do to keep healthy and safe. For example, they understand the impact of a healthy diet and the misuse of substances. Staff should continue to support children to understand aspects of keeping safe such as the risks associated with using social media.
- Children have a very good understanding of children's rights and how these rights support their wellbeing and improve the lives of children. Staff make appropriate references to children's rights in the course of teaching. This promotes children's understanding of rights across a range of contexts. Children who lead on rights work are known as "Rights Knights". They promote rights across the school and with other schools in the locality. They work with staff and children to gain recognition and awards for their work.
- Children and parents are very positive about the school. In questionnaires, almost all children say they feel safe and that staff treat them with respect. Almost all children recognise that the school helps them lead a healthy lifestyle and provides opportunities for regular exercise. Almost all parents feel that the school supports effectively their child's social and emotional wellbeing and the school encourages children to lead a healthy lifestyle.
- Children are developing positive attitudes to improving their physical wellbeing through a range of physical activities and sports. Children's participation in afterschool clubs such as gymnastics, cross country running, and basketball is supporting their development of skills in these sports. A few children are attending clubs in the local area as a result of their progress in afterschool clubs.

- Senior leaders and staff work very well with children to help them recognise and manage their emotions and behaviours. Children are developing a very good understanding of situations and events that might cause them to experience emotions such as feeling anxious or worried. Children know and use very well strategies to manage their feelings and behaviours. These are used consistently throughout the school and contribute to a calm and purposeful environment where children behave well. Staff support children to understand how their lifestyle choices can impact on emotions and mental wellbeing.
- Staff know children and their families well and understand individual challenges and barriers to learning. They work very well with a range of partners to identify and meet the specific needs of learners. As a result, children and their families are very well supported with a strong focus on ensuring children access all aspects of their learning. The family support worker funded by PEF, provides support to children and families to improve attendance and engagement in school. This role is resulting in improved engagement and increased attendance for a few children. The support worker also supports families to access a range of help and interventions from other agencies such as housing and food banks.
- Support staff have very positive relationships with children and provide high quality care and support. They benefit from a range of professional learning, such as spelling and literacy programmes. They know the needs of children well and work effectively to support them in their learning and play.
- Staff use effective approaches to identify, assess and meet the needs of children who face barriers to their progress. Support for learning staff, together with class teachers and the senior leadership team, provide a wide range of supports and interventions for identified children. Children who require a high level of support have an appropriate child's action plan. Most targets within these plans are appropriate and support children well to overcome barriers. Staff should ensure all targets are specific and measurable. Staff need to provide within these action plans more detailed and evaluative information to indicate the progress children have made and their next steps. Senior leaders and staff should develop further how they monitor and evaluate the impact of interventions to demonstrate improved outcomes for children.
- Staff have a very good understanding of their responsibilities and statutory duties related to wellbeing, equality and inclusion. Their approaches to child protection, safeguarding and meeting the additional support needs of learners are embedded in legislation and national guidance such as Getting it right for every child (GIRFEC).
- Children across the school are developing a good understanding of equality and diversity. Through assemblies, interdisciplinary learning and health and wellbeing programmes, children understand the importance of respecting differences. Staff should now continue to support children's understanding of the protected characteristics and promote further equality and diversity across the school and wider community.
- Senior leaders and staff ensure that all children feel included in all aspects of school life. They understand well that some children may face barriers to learning as a result of their socio-economic status or additional support needs. Staff ensure families are provided with financial help to allow children to attend activities such as field trips and residential outings. Across the school, staff are strongly committed to ensuring children overcome barriers and have every opportunity to attain and achieve.
- 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. A few 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, children's attainment in literacy and numeracy is good. For session 2022/2023, across the school most children attained nationally expected CfE levels for literacy and numeracy. A few children attained above their expected levels. By the end of P1, all children achieved the nationally expected level for listening and talking. By the end of P7, almost all children achieved expected levels for reading and listening and talking.
- Most children who receive additional support for their learning are making appropriate progress. Senior leaders should develop further assessment information to ensure it captures the incremental steps in children's progress.

Attainment in literacy and English

- Overall, almost all children are making good progress in listening and talking. In writing, most children are making very good progress. In reading, most children are making good progress. Across the school, a few children are making very good progress in literacy and are exceeding national expectations.

Listening and talking

- Across the school, children listen and respond respectfully to their teachers and each other. Most children working at early level listen well to identify sounds in words. As they progress in their learning, children take turns and communicate their ideas clearly. By the end of first level, most children contribute their ideas well. They ask and answer questions to clarify and share understanding. By the end of second level, most children show respect for the views of others during discussions and a few build actively on others' contributions. Across first and second levels, children need support to build on the answers of others and engage in regular high-quality discussion with their peers.

Reading

- Most children working at early level use their knowledge of sounds and letters well to read words. They answer simple questions about texts and explain the features of a book. For example, they know the blurb, title, illustrations and author. Children should have further practice reading to themselves and others, including through play. Children who have achieved first level read aloud with expression and understanding. They identify why they like a book or genre. By the end of first level, most children understand the differences between fact and opinion and identify key features of non-fiction texts. They should continue to practise creating different types of quality questions for others to answer. By the end of second level children discuss the features of writing that authors use and why. Children answer different types of questions about texts and can predict what will happen next. A few children would benefit from further practice developing their skills in analysing and summarising texts.

Writing

- Most children at early level use their knowledge of sounds to write simple words and create a sentence. As they progress in their writing, the majority of children make increasingly sophisticated use of punctuation and word choice. Across first and second level, most children write very well in a variety of styles including to persuade the reader. Recent improvement work around writing has enthused and energised children to write for a purpose. They are more confident at 'uplevelling' their work during editing. Writing week has helped promote a love of writing, with many children claiming to be writers. There are many examples where children use and apply their writing skills very well across the curriculum.

Numeracy and mathematics

- Most children are making good progress in numeracy and mathematics. Across the school, a few children are making very good progress and are exceeding national expected levels.

Number, money and measure

- By the end of early level, most children are confident with simple addition and subtraction. They compare and describe capacities using everyday language. At first and second level, most children demonstrate mental agility appropriate for their stage. They recall and apply knowledge rapidly and accurately. Children should now practise their skills regularly through increasingly complex, multi-step problems. By the end of first level, most children use estimation and rounding skills well. They have a sound understanding of fractions and time. By the end of second level, most children understand equivalent forms of common fractions, decimal fractions and percentages. Most children would benefit from applying their learning and skills to non-routine questions and in new and unfamiliar situations.

Shape, position and movement

- By the end of early level, most children recognise and describe common two-dimensional shapes. They are exploring the language of position and direction through mapping. By the end of first level, most children demonstrate a solid understanding of two-dimensional shapes, right angles and symmetry. They require further practical experience to identify confidently the properties of three-dimensional objects (3D). By the end of second level, most children understand the relationship between 3D objects and their nets. They discuss where and why particular shapes are used in buildings and bridges. They should now refresh their learning about the properties of circles, such as radius, diameter and circumference.

Information handling

- Across early and first level, most children sort objects correctly using Venn diagrams. They record information accurately with tallies and discuss pictograms and bar graphs they create. By the end of second level, most children present and interpret information confidently using a range of graphs, surveys and pie charts. They discuss uncertainty and chance and give examples. Across the school, children should continue to build and apply their skills in information handling using digital technologies and real-life experiences.

Attainment over time

- Overall, combined achievement of CfE level (ACEL) data for P1, P4 and P7 shows an increase in children's attainment over recent years. Recently, staff have focused on improving pedagogy in the teaching of reading and writing. This is helping build and sustain children's progress and attainment, particularly at second level. Support for learning staff are implementing targeted action at particular stages, for example through class and group literacy and numeracy support. This is helping children to make progress in targeted aspects of their learning, such as learning sounds and key number facts. Senior leaders and staff should continue to develop their approaches to evaluating the progress of children with additional support needs. This will provide more information about their attainment and achievements over time. Senior leaders

and staff should develop further their analysis of the attainment and progress of cohorts and groups of children. They should use this evaluation to inform more clearly their strategic planning to raise attainment.

- Senior leaders monitor effectively children's attendance. They analyse data and identify any children who show a pattern of absence. Overall, attendance is good and in line with the national average. 24% of pupils have attendance levels below 90%. Senior leaders, together with the family support worker and support for learning staff, provide a range of interventions, such as a small group nurture breakfast club, to support children who have patterns of absence. This provides a welcoming start to the day. Children are provided with breakfast and opportunities to have supportive discussions with staff. The family support worker provides direct support to families of children with patterns of absence. This includes regular home visits and supporting parents and carers to attend meetings in school. As a result, attendance and engagement in learning is improving for a few children. The school should continue to work with families to support them to sustain expected levels of attendance.

Overall quality of learners' achievements

- Children have regular opportunities to share their successes in class and at assemblies. Their achievements are celebrated through newsletters, social media and interactive wall displays. Staff value and celebrate the skills children gain from hobbies, interests, organised clubs and competitions. A few children are gaining accreditation for their achievements through the 'Junior Duke' Award. Older children speak enthusiastically about school leadership responsibilities, such as house captains and sports leaders. Through these roles, they demonstrate valuable skills, such as teamwork and communication. Staff should consider ways to support more children across the school to experience meaningful achievement through roles of responsibility or leadership.
- Healthy lifestyles are promoted well through work with Active Schools partners. P7 children apply curricular learning and skills whilst building independence during an annual multi-activity residential excursion. Children experience success and develop resilience through a variety of sports clubs provided by staff. For example, children in the basketball team recently won Falkirk's Primary Basketball Championship 2024. Working as a school, children achieved a gold award for sport in 2022. Teachers track children's achievements in and out of school. They use this information well to support children who may be at risk of missing out. Staff should continue to support children in identifying and discussing links between their achievements and skills for learning, life and work.

Equity for all learners

- The headteacher tracks the progress and attainment of groups of children, such as those who have experienced care and those who are in receipt of free school meals. The school's tracking data shows that for a minority of children who experience disadvantages, they are making less progress than other children. Staff funded through PEF provide targeted interventions and resources aimed at supporting identified children's progress in literacy and numeracy. They also provide tailored wellbeing support. Over recent years, combined P1, P4 and P7 ACEL data shows the attainment gap has reduced across literacy and numeracy. Staff should continue to identify which PEF funded interventions and roles are having the most impact in narrowing the school's attainment gap. They should now set clear measurable outcomes for their work and develop ways to measure its impact more robustly. This information will help staff to ensure PEF and targeted supports are accelerating progress and improving outcomes for identified children.
- The headteacher ensures that financial constraints do not prevent any children from taking part in opportunities for learning and achievement. Staff signpost agencies and supports which

parents value. Initiatives, such as book or costume swaps and clubs for no cost, support all families with reducing the cost of the school day.

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.