

Summarised inspection findings

Balmalloch Primary School

North Lanarkshire Council

24 June 2025

Key contextual information

Balmalloch Primary School and Nursery Class is a non-denominational school serving the community of Kilsyth. The associated secondary school is Kilsyth Academy. The school roll is 331, forming 13 classes. The headteacher has been in post since 2018 and the depute headteacher since 2023. There is also one principal teacher in the senior leadership team. There have been significant staffing challenges since 2021, with a high proportion of teachers acting in a temporary capacity, including covering long-term absences. In 2024/25, 18% of P6 and P7 children were eligible for free school meals. Of children attending the school, 15% live in Scottish Index of Multiple Deprivation deciles 1 and 2. Around 33% of children live in deciles 3 and 4. Around 52% of children live in deciles 7 to 9. In February 2025, the school reported that 24% of children had additional support needs. There has been a significant increase in the identification of additional support needs since September 2023, when the school reported this as 4%.

1.3 Leadership of change	weak
<p>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:</p> <ul style="list-style-type: none">developing a shared vision, values and aims relevant to the school and its communitystrategic planning for continuous improvementimplementing improvement and change	

- The headteacher and staff team refreshed the school’s vision, values and aims in 2019. They consulted with the school community to establish a set of ten school values, which they focus on during assemblies and through daily activities and interactions. Children focus on specific values at different stages. This results in children having a clear and progressive understanding of the values as they move through the school. There is a strong focus on building positive character attributes within the school. As a result, children and staff demonstrate well the importance of taking responsibility, showing gratitude, humility, perseverance, love, honesty, generosity, respect, friendship and cherishing family.
- The headteacher is respected across the school community for her commitment and willingness across a variety of areas during her time at the school. For example, the school has achieved numerous national awards including an award which acknowledges and celebrates the school's commitment to sustainability. The headteacher has also led the school well in developing practice and gaining accreditation in increasing digital inclusion. Additionally, the school has gained recognition working with schools internationally and is increasing children’s citizenship skills by working with the local Rotary club. These awards underline the headteacher’s role in supporting children to develop their capacity to become responsible and active citizens.
- There are important weaknesses in the planning and implementation of improvement actions. Senior leaders now need to accelerate the pace of change to ensure that planned improvement work leads to positive impact on children’s outcomes. There is a need for increased rigour to evaluate accurately the work of the school and identify relevant actions for continuous improvement. For example, despite significant weaknesses in numeracy attainment

for the preceding three years, improvements in numeracy have only become a focus for improvement since August this session. Senior leaders should work with all staff to develop more robust and consistent approaches to self-evaluation and quality assurance. This should ensure improved outcomes for learners more quickly.

- Since 2022, school improvement priorities have included improving attainment in reading and writing, developing understanding of nurturing approaches, enhancing digital literacy and implementing family-centred approaches. These improvement priorities have been successful in increasing the use of digital technology throughout the school and have begun to increase teachers' awareness of nurturing approaches. However, the action taken by staff has not yet resulted in accelerating attainment sufficiently across the school. As planned, senior leaders now need to focus improvement priorities on raising attainment and improving those approaches to learning, teaching and assessment that are not yet strong enough.
- Senior leaders now have detailed plans to raise attainment in both writing and in numeracy. These include key points within the session to check progress against plans in line with local authority guidance. This is in the early stages of development and has not yet had sufficient impact on attainment in these areas. The headteacher acknowledges that the school's own data about children's attainment is not currently valid and robust enough to report accurately on children's achievements. As a result, planned learning is not always set at the right level of difficulty. Staff should continue to improve how they use CfE experiences and outcomes and national Benchmarks to inform planning and assessment. Senior leaders are beginning to address this. They have planned professional learning to support staff to identify more quickly when children are ready to move to the next stage of learning. They should begin to accelerate children's progress and raise attainment in literacy and numeracy across the school, ensuring that all children build effectively on prior learning.
- Children and parents receive communication about school improvement priorities. Senior leaders routinely invite parents and the school community to contribute to most aspects of school decision making. Senior leaders should continue to develop approaches to involving all stakeholders in school self-evaluation. For example, senior leaders should find ways for parents to contribute more effectively to improvement planning.
- Senior leaders coordinate the collection of data from across the school to record children's attainment in learning and to document their health and wellbeing needs. Their system, while containing useful data, makes it difficult to identify trends and track the progress of individuals and cohorts of children. Senior leaders should review how they collect, store and analyse information to obtain clearer information about individuals and cohorts of children's progress. This information can assist staff to identify which interventions are most effective and should lead to more a more accurate understanding of children's progress in learning.
- Within the last two years there has been a significant increase in the identification of children requiring additional support. Senior leaders and staff across the school are responding to this changing context by identifying planned targeted interventions for individuals and small groups of learners. Senior leaders worked with the local authority to offer packages of personalised support for a few children who struggle to cope within mainstream lessons. A few children work in small group settings, with personalised strategies for learning and teaching. These groups benefit from a high staffing ratio and parental support. Overall, these approaches are not making a sustainable positive impact on children's progress. Senior leaders need to review these approaches, with a view to implementing more inclusive and universally effective support strategies.

- Senior leaders work well as a team and provide valued support to staff. They support each other well to suggest aspects of school improvement. All teachers engage in the professional review and development (PRD) process and support pupil leadership groups. Senior leaders should now build on this work, ensuring that there is a strategic approach to developing school improvement through leadership at all levels. They should now ensure that all staff increase their understanding of the school's strengths and areas for improvement.
- Each member of the leadership team takes overall responsibility for aspects of leadership in identified stages. For example, the headteacher has responsibility for monitoring and tracking, quality assurance, management of staff and child protection in P4 and P5. The deputy headteacher has similar responsibilities for P1, P2 and P3 and the principal teacher principal teacher for P5, P6 and P7. This approach results gaps in leadership provision when there is absence in the leadership team and is leading to inconsistent outcomes across the school. The headteacher needs to review the remits of the leadership team to ensure a consistent approach to improvement across the school and to drive specific strategic priorities.
- Children across the school participate in leadership groups and take on roles of responsibility and representing their peers. These include rota kids, digital leaders, STEM leaders, reading school committee and house representatives. Children apply for these roles and work with local secondary pupils to be interviewed and selected. These roles afford children the opportunity to develop skills and experience which will be valuable for their future in the world of work. There remains a need to evaluate the impact of this work.
- Senior leaders gather information and data related to children's economic circumstances. They have identified that a minority of children from SIMD areas one and two are on track to achieve national standards in literacy and numeracy. Senior leaders invited parents to contribute ideas about how to use Pupil Equity Funding (PEF). Following this, they increased staffing to provide interventions for identified children. PEF spending is having a positive impact in helping a few identified children spend increased time in mainstream lessons and make progress towards individual targets. There remains a gap in expected progress of most learners from the identified cohort of children. Senior leaders need to analyse more robustly information from data to identify those children who need extra support through appropriate interventions. This should help identified children make expected progress.

2.3 Learning, teaching and assessment

satisfactory

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

- Children are polite, well-mannered, and welcoming. Staff promote positive, caring relationships based on the school's values. They promote children's rights throughout the school and discuss these during whole school assemblies. Children and staff are proud of their awards, including in digital learning, reading and science and technology.
- Senior leaders recently updated the positive behaviour and relationships policy, clarifying expectations and agreements about behaviour in school. Children and staff devised classroom charters in addition to whole-school and playground charters. As a result of the positive relationships and the consistency of approach, most children behave well in classes. All staff benefit from professional learning to promote positive relationships and behaviour. They are developing their understanding of nurturing approaches, attachment theory, de-escalation and trauma. They share a collective and proactive commitment to promoting positive relationships and behaviour. This is beginning to result in staff using a wider range of supports and approaches to engage learners.
- In all lessons, teachers share the purpose of learning and what children need to do to be successful. In a few classes, teachers create steps to success with the children's input. This helps children understand better the task at hand. Staff should ensure that in all lessons, the purpose of learning links clearly to the steps to success.
- Most learning environments are attractive and well-organised. Staff use displays well to support children's learning and to recognise achievements. Most children work well independently, in pairs and in small groups. The very high noise levels across the school are a distraction for a few children. There are a few children who struggle to hear instructions and lose interest in the lessons as a result. For a minority of children this has a negative impact on their engagement in learning. Staff mitigate against this in the majority of lessons by using a variety of strategies to support children to participate effectively. For example, to help everyone understand the thread of the lesson, teachers will repeat in a loud, clear voice, any answers to questions they have posed. Senior leaders and staff should consider how they might achieve lower noise levels in classes and open spaces.
- Almost all teachers provide clear instructions and explanations. In a few lessons, staff make clear reference to children's prior learning. Children are beginning to understand the link between class activities and the development of skills for life, learning and work. As planned, staff should continue to develop the use of, and reference to, meta skills. This will support children to enhance their problem-solving skills and help them apply and adapt their learning in a variety of contexts.

- Almost all teachers use questioning to consolidate children's learning and check for understanding. In a majority of lessons, teachers use open-ended questions to deepen children's thinking and curiosity. Teachers should now focus on developing skilled questioning techniques to deepen and enhance children's learning and develop their higher-order thinking skills.
- A few staff are engaging in professional learning to support the use of play in children's learning. There are currently too many teacher-directed activities and there are not enough child-led learning experiences. Staff should now increase the range of experiences where children can develop their independence, resilience and problem-solving skills. This should also promote better engagement in learning at the early stages. Teachers have undertaken professional learning recently to improve the teaching of reading and writing. As a result, there is now a more consistent approach across the school.
- In a few lessons, children identify areas of interest for their class to explore during lessons. For example, children suggested the Clyde in the classroom biodiversity project and learning about Italy. Teachers ask children to record what they know about a subject, what they want to know and, as projects progress, what they have learned. Children enjoy it when teachers consult them about what they would like to learn. As a next step, staff should develop a wider range of motivating learning contexts for children. This should include planning high-quality outdoor learning experiences across the school.
- In most lessons, staff use digital tools and resources effectively to consolidate and enhance children's experiences. For example, the majority of teachers use software, applications and devices well to support learning and teaching. Across the school, children are developing their digital skills well using a variety of technologies.
- Almost all teachers use formative assessment strategies consistently during lessons. Most teachers support children well to evaluate their own and each other's learning through peer and self-assessment tasks. This is helping children to 'up-level' their learning. Most teachers provide feedback both verbally and in written form, particularly in literacy and numeracy tasks and in 'snapshot' jotters. In a few examples, feedback clearly identifies children's next steps in learning and children can discuss these. Teachers should continue to improve the consistency and effectiveness of feedback across the school and all areas of the curriculum to support children to make progress in learning.
- Teachers use a range of assessment approaches, including standardised assessments and published materials, to assess children's progress across literacy, numeracy and health and wellbeing. Senior leaders meet with teachers to discuss the progress of selected learners three times per year. However, there is a lack of consistency in the use of assessments and national Benchmarks to support teacher judgements. Senior leaders need to support teachers to make more accurate judgements about children's levels of attainment across the school. They need to use assessment information more effectively to support their understanding of children's progress. This should also lead to teachers more consistently setting work at the right level of difficulty.
- School staff collate data about children's attainment using the school's tracking system. The school's system and processes do not yet enable staff to analyse trends easily or effectively. For example, senior leaders are not able to analyse data easily about the progress of particular cohorts of children over time. Teachers cannot easily use the database to identify gaps in children's learning and plan for interventions to raise attainment effectively. Senior leaders should consider streamlining their system to enable more effective analysis of data. This will support senior leaders and staff to understand better the attainment of individual

children, and groups of children. This will also help senior leaders to evaluate the impact of interventions more effectively.

- Senior leaders and teachers are developing approaches to moderation of teacher judgements. They should now build this into quality assurance processes across the school. They have correctly identified the need for staff to take part in further moderation activities with colleagues from other schools. This should support teachers to improve the validity and reliability of their professional judgements of children's progress and better help them to understand progression through CfE levels.
- All teachers use long-term planning for all curricular areas that highlight the coverage of Curriculum for Excellence (CfE) experiences and outcomes. Staff should review their approach to medium and short-term planning, ensuring a stronger focus on planning assessment as an integral part of learning. This will support teachers to better meet the needs of all learners, including those who require extra support or challenge in learning.

2.2 Curriculum: Learning pathways

- Teachers use North Lanarkshire progression pathways for literacy, numeracy and health and wellbeing to plan progressive learning experiences for children. This supports them to ensure learning builds on prior knowledge and skills. Teachers use CfE experiences and outcomes for all other curriculum areas. As planned, teachers should continue to develop their confidence using these progression pathways to support children to make the best possible progress in learning.
- Staff have well planned early and second level transition programmes for children moving into primary one and on to secondary school. The recently updated early level transition programme offers children and families a range of opportunities to visit the school and engage in activities that support pastoral and learning transitions.
- Children receive their entitlement to Religious and Moral Education and Religious Observance following the local authority planners.
- All children learn French in line with the Scottish Government's 1+2 approach to improve language learning. Children improve their understanding and use of the French language as they move through the school. This session children from P5 are developing a basic awareness of Gaelic as a third language. There is scope to improve language learning by taking a more progressive approach to planning learning.
- All children receive their entitlement to two hours of Physical Education (PE) most weeks. Teachers should now ensure that children experience progressive learning of a consistently high quality during PE lessons.
- Staff collaborate with partners to enrich the curriculum. For example, P7 link with a local art gallery to enhance learning in expressive arts. There are a range of intergenerational projects and meaningful links with businesses to support learning. These projects strengthen children's knowledge of their local community and develop their skills for life, learning and work.
- Teachers plan learning experiences for children which link different areas of the curriculum. These experiences enable children to make connections between the knowledge and skills they are learning. As planned, teachers should now ensure that there is a clear framework for skills progression over time in these learning experiences.
- Outdoor learning is not yet a regular and progressive experience for all learners. Teachers should ensure that children experience outdoor learning experiences that make better use of the natural environment surrounding the school to promote children's curiosity and discovery.
- Children enjoy using their class libraries to select books of their choice and engage in reading for pleasure. Staff are leading on the further development of reading spaces in classrooms and providing children with opportunities to engage with authors through the Reading Schools programme. They also have access to the local library.

2.7 Partnerships: Impact on learners – parental engagement

- There is an active Parent Council within the school. Parents in the group have identified that they are not fully representative of the demographic mix of families within the school community. While parents were fully involved in the process of choosing the school vision, values and aims, they recognise that they have a limited impact in setting improvement priorities. They discuss a range of issues such as homework and how to improve communication between home and school. The Parent Council are planning further consultation on these areas. There is a willingness for the Parent Teachers Association (PTA) and the Parent Council to work more closely to secure greater representation and increased impact on school improvement.
- A few parents have suggested that communication has improved in recent months. However, a significant minority of parents indicate that they would appreciate clearer, more regular feedback about how their child is progressing at school.

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

satisfactory

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 experience a positive, welcoming and respectful ethos. The school values are highlighted well in displays, at school assemblies, through teaching and are referenced in health and wellbeing planning. Almost all staff and children demonstrate these values effectively in their interactions with each other. Almost all children say that the school helps them to understand and respect others.
- Teachers identify a few children who display persistent disruptive behaviour and require intensive support to regulate their behaviour and emotions. This dysregulated behaviour impacts negatively on other children across the school who are distracted and intimidated by it. Senior leaders have put supports in place to reduce this disruptive behaviour. However, a few children are not yet able to self-regulate and need further support to manage their emotions and improve their social communication skills.
- Children are developing well their knowledge and understanding and the language of children's rights. The school has successfully achieved a silver national accreditation in this area. Children have a good understanding of how they and others benefit from enacting these rights in their lives, school and the wider community. Staff uphold and reinforce children's rights in their interactions with children and through teaching.
- Staff use consistent approaches to support children's wellbeing. This is helping children to develop their understanding of wellbeing more effectively. Children use the wellbeing indicators ably to talk about their own wellbeing. They should continue to strengthen their understanding of the language of the wellbeing indicators. This should help them to reflect, identify their strengths and needs and address their own wellbeing more independently. Staff should support children to set and review personal targets to improve their wellbeing. This will help them to develop a better understanding of their own wellbeing over time. All classes have introduced calm corners, and some classes have regular emotional check-ins. Staff should ensure that they use these approaches more consistently to support children's wellbeing and help them to regulate their emotions.
- Staff have an appropriate understanding of their responsibilities and comply with relevant legislation and guidance. Staff undertake regular professional learning and are confident about their role in statutory duties. Senior leaders have a planning approach to meet wellbeing and learning needs through target setting. They follow the local authority's Getting It Right for Me (GIRFMe) process. Whilst this is beginning to support improved outcomes, the quality of planning, target setting and evaluation is not yet of a sufficiently high standard across the school. Senior leaders should review plans to ensure consistency of approach and more measurable targets for learners. They should also review the remits of the leadership team to help improve consistency in this specific area of improvement. Staff should record children's

and parents' views more systematically to make it easier for staff to track children's and parents' views over time using GIRFMe plans. This should ensure more detailed and comprehensive sharing of information at key points of transition, in particular from early learning to P1. Senior leaders should streamline and make more accessible, information about children who require additional support for learning. This should facilitate more effective analysis and professional dialogue of progress over time and improve the impact of interventions.

- Staff have undertaken professional learning to develop their understanding of nurture. This is in the early stages of improving their practice at a universal level. In addition, a teacher, funded by PEF, is based in the recently developed nurture room. A cluster support teacher and support assistants deliver appropriate targeted interventions to meet the individual needs of a few children. As a result, most children who require additional support for their learning in literacy and numeracy make satisfactory progress towards their individual targets.
- Staff are aware that there are different cohorts of children across the school who face challenges and have specific needs. These include those who are care experienced, those who are involved with partner agencies, and those who are entitled to free school meals. Senior leaders should now use the school tracking system to analyse the progress of identified cohorts to identify patterns and trends and evaluate progress.
- Teachers make effective use of a progressive health and wellbeing curriculum framework, which includes learning about relationships, sexual health and parenthood. This ensures coverage and progression across all health and wellbeing experiences and outcomes. This engages and motivates children to lead active lives and make healthy choices.
- Teachers make effective use of indoor and outdoor spaces to deliver the programme of PE. Children benefit from being active through a range of additional healthy activities provided by school staff and partners including clubs such as netball, dance and athletics, and the annual sport and health week. As a result, almost all children feel that staff help them to lead a healthy lifestyle.
- Staff engage well with partners, including the cluster improvement and integration lead, the family engagement support worker, educational psychology and the virtual school officer. Partners provide supportive interventions for children. For example, the educational psychologist is working with a targeted group of P3 learners, and the virtual school acting principal teacher is supporting a targeted group of P1 learners. Partners feel valued and respected within the school and contribute well to individual support plans where appropriate.
- The school makes occasional use of exclusion. Senior leaders have procedures in place to manage children's return to school. Senior leaders should continue to promote de-escalation strategies and their work on building positive relationships to minimise exclusion. They should also consider how they can support identified children's social communication and emotional regulation.
- A significant minority of children who have persistent absence of 10% or more, require additional support for their learning. Senior leaders should ensure a careful focus on this group of learners, with a view to raising their attendance levels.
- Almost all parents feel that staff treat children fairly and with respect. The majority of children agree that other children treat them fairly and with respect. Senior leaders should work with the school community to reinforce understanding of the recently revised positive behaviour

and relationships policy. They should continue to engage with children and parents in developing a shared understanding of inclusion.

- Most children are confident that they will be listened to, and the majority feel their views will be considered. Children learn about the importance of respecting differences through the religious and moral education programme, assemblies and their focus on children's rights. These approaches are supporting children to develop an early understanding of equity. Staff should increase opportunities for children to learn about the importance of celebrating diversity and difference, and challenging discrimination. Children would benefit from more chances to learn about equal opportunities and the protected characteristics across the curriculum and in a more progressive way. This should support children further to recognise and challenge discrimination should it arise.

3.2 Raising attainment and achievement

satisfactory

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, levels of attainment in literacy and numeracy are satisfactory. The attainment of children in literacy and numeracy at early level is good. At first and second levels, attainment in literacy and numeracy is satisfactory. A minority of children working at first level in writing and numeracy and a minority at second level in listening and talking, reading, writing and numeracy could achieve more. The school's attainment data of children's progress and achievement of CfE levels is not robust. More needs to be done to ensure teachers develop a shared understanding of national standards. Overall, the number of children meeting national expectations is too low.
- Most children who receive additional support for their learning make satisfactory progress against their individual targets for learning.

Attainment in literacy and English

- Overall, the majority of children are making satisfactory progress from their prior levels of attainment.

Listening and talking

- Across the school, most children show confidence in talking and listening. They participate well in discussions and respond appropriately when asked about their opinions, likes and dislikes. At early level, most children enjoy and participate actively in songs and stories. They would benefit from practice in rhyming. At first level, the majority of children take turns appropriately, showing respect for other people's opinions and ideas. A few children struggle to remain focused and on track with the subject of the conversation, which can result in disruptions in the flow of lessons. A minority of children at first level would benefit from an increased focus on building social skills including listening well and understanding their emotions. At second level, most children have a good understanding of the value of positive body language, expression and eye contact. Across the school, the majority of children would benefit from support and direction to lower the rate and volume of their conversations when in lessons and during group activities.

Reading

- At early level, most children can name a favourite book and explain why they like it. They retell the story with prompting. Most children would benefit from a basic introduction to the appropriate features of fiction and non-fiction texts. At first level, most children are beginning to answer questions about the texts to show understanding of the main ideas. They explain why they select certain texts and can discuss favourite authors, illustrators and genre of texts. At second level, a majority of children identify the main idea of a text and respond to literal questions to show their understanding. At first and second levels, most children would benefit from further experience of making notes and organising their ideas to create new texts. Each

class has a choosing library. There is no whole-school library featuring a systematic cataloguing of texts.

Writing

- At early level, the majority of children attempt to write sentences using their knowledge of letters and sounds to spell familiar words. All children would benefit from more child-led play experiences to help develop their independent writing skills. At first level, the majority of children write independently and punctuate sentences accurately. Most children benefit from opportunities for extended writing throughout the week. At second level most children write for a variety of purposes including personal and imaginative writing. At first and second level, a minority of children are clear about how to improve their writing and can articulate their next steps in learning. At first and second level, children say they would enjoy and benefit from increased discrete handwriting practice. For a majority of children, this would support them to improve the fluency and legibility of their writing.

Numeracy and mathematics

- Overall, the majority of children are making satisfactory progress in numeracy from their prior levels of attainment. Children working at first and second level are more confident with number and number processes than in other aspects of numeracy and mathematics. Across all stages, a few children would benefit from activities that help them retain, deepen and consolidate their learning.

Number, money and measure

- At early level, most children identify the number before and after and use strategies to add and subtract within 10. They read analogue times and link daily routines to times. They are less confident in their ability to recognise coins up to £2. At first level, most children round numbers confidently to the nearest 10 and 100. They use mental agility and other mathematical strategies to calculate accurately. They order coins and notes in order of size effectively, can calculate change from £1 and tell the time accurately using quarter to and quarter past. Most children require to revisit work on length and weight, particularly related to units of measure. At second level, most children demonstrate a good understanding of mathematical strategies and use these to carry out written and mental calculations accurately. Most children understand the relationship between fractions, decimals and percentages. Children calculate the area of a rectangle accurately but are less confident in calculating the volume of a cube. At first and second level, most children would benefit from more opportunities to interpret mathematical questions that require two steps to work out the solution.

Shape, position and movement

- At early level, most children identify two-dimensional (2D) shapes but are less confident with three-dimensional (3D) objects. At first level, most children know that a right angle has 90° but are less confident in identifying a right angle in a shape. At second level, most children successfully identify the properties of a circle. Most can use a protractor to measure angles accurately.

Information handling

- At early level, most children answer simple questions about information from a chart. At first level, most children explain confidently how to gather and record information using tally charts and can extract information from a graph. At second level, most children should collect, organise and display data in a variety of ways, including the use of use digital technology to display data such as spreadsheets.

Attainment over time

- Senior leaders and teachers gather a range of attainment data for children in literacy, numeracy and wellbeing over time. This shows that there is significant variability in improvement over time for most stages. This may in part be due to a lack of robust and reliable data. Senior leaders recognised the need to ensure that teachers' professional judgement of attainment of a level of Curriculum for Excellence is more accurate and robust. Senior leaders should now streamline data gathering and analysis to show the progress of groups of children. This should ensure that staff track cohorts' progress as they progress through the school. Senior leaders should analyse this data to identify trends and dips in attainment with particular groups of children and cohorts. This analysis should ensure that all children make better progress, building on their prior learning.
- There are a few children on part-time timetables. Senior leaders, parents and staff carefully consider and exhaust other options before implementing these measures. Senior leaders arrange increased support for children when they are attending school. This includes 1:1 support in lessons and small group sizes. Senior leaders review these arrangements regularly, however there are no imminent plans to re-establish full time timetables for identified children. Senior leaders should work with parents and the local authority to gradually increase the level of challenge which these learners can cope with and seek regular support from partner agencies and the local authority to review these arrangements.
- Attendance for session 2022/23 was 92.4% and it increased in 2023/24 to 93.5%. Senior leaders use the local authority guidelines and online tools to manage attendance well. They monitor and track non-attendance to identify children whose attendance is between 60 and 80%. Senior leaders have worked with cluster schools well to develop and implement appropriate interventions to reduce absences. They should continue to focus on reducing absence, especially for those children who require additional support in their learning.

Overall quality of learners' achievements

- Children's achievements are celebrated at assemblies, on attractive displays within the school, and at the annual prize giving. Children are very proud of their achievements. Older children take on leadership roles such as house and vice-captains and curriculum ambassadors in health and wellbeing, literacy and numeracy. The ambassadors provide support to children who require support with their learning. Children speak confidently about their role in helping others and the way they are contributing to the ethos and values of the school.
- All children participate in a range of clubs. These are led by school staff and active schools coordinators. Staff track children's participation in achievements, both in and out of school. This includes their leadership roles, attendance at clubs, educational outings and engagement in musical tuition. This enables staff to provide opportunities for those children who are at risk of missing out. Senior leaders should now track the skills that children are developing through this wide range of activities.

Equity for all learners

- All staff understand the socio-economic background of their children and families and the challenges that affect their school community. Staff provide support including funded school trips, a breakfast club and supplies of clothing to ensure that all children can participate fully in all aspects of school life. The headteacher should continue to work with parents, staff and children to understand the cost of the school day.
- Senior leaders and staff are committed to ensuring equity for all learners. The headteacher uses PEF well to fund additional staffing to support targeted interventions in literacy, numeracy and health and wellbeing. These targeted interventions are having a positive impact on

reducing gaps in children's learning. Senior leaders should continue to evaluate the impact of targeted interventions. This will help ensure interventions are contributing towards closing the poverty-related attainment gap.

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.