

Summarised inspection findings

Bishopton Primary School

Renfrewshire Council

5 December 2023

Key contextual information

Bishopton Primary School is a non-denominational school, serving the village of Bishopton in Renfrewshire.

The Headteacher has been in post for 10 years and is supported by two deputy headteachers and two principal teachers.

The school roll is currently 365, having reached a peak of 750 pupils during the construction of a new school in the local area (August 2021-January 2022).

There are currently 15 classes from P1 to P7 and 22 teaching staff.

81% of children who attend the school reside in Scottish Index of Multiple Deprivation deciles nine and ten.

Attendance has been consistently above the national average since 2018.

1.3 Leadership of change

very good

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

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

- The headteacher is highly regarded in the school and collectively with the leadership team provides strong leadership. Expectations of staff are high as they work together on improving aspects of provision as agreed with key stakeholders, including children and their parents. All staff are encouraged and supported to contribute fully to school improvement and to develop their professional expertise.
- The shared school values of challenge, inclusion, fairness, honesty and global citizenship were developed in partnership with stakeholders and underpin the caring ethos that is evident across the school. Children are very clear about how these values help them to develop their knowledge, skills and personal qualities.
- Children are proud of their contribution as leaders to the life of the school. They participate in citizenship groups, clubs and committees, which contribute meaningfully to the work of the school and align well with improvement priorities. This includes, for example, the school library team who support improvement in literacy across the school. The Dyslexia Champions are very proud of their highly informative display in the school library. Through these, and other initiatives, children are gaining an understanding of their differences and the needs of others. These groups also develop a wide range of important skills for children including communication and teamwork.
- All staff include skills development as a part of planning learning for children across all stages in the school. They support children well to recognise these skills. School staff and children

should now continue with their plans to collaborate with other local schools to develop a shared local skills framework. There is a need to help all children to understand more explicitly what skills they are developing through their involvement in leadership opportunities and be able to apply these skills in other contexts.

- The current school improvement plan is very well aligned with national and local improvement priorities and based on important areas of development, agreed in collaboration with staff. It focuses on, raising attainment in writing, developing children's rights, updating the curriculum and developing parental engagement. These improvement priorities are beginning to impact positively, for example on children's writing and improvements in parental communication through an online platform.
- The pace of change at Bishopton Primary School has increased during the past year. Senior leaders and staff have a clear focus on developing improvement priorities which have the greatest impact on outcomes for children. They have introduced a significant number of improvements in a short period of time that are making a difference to learning teaching and assessment. Further strategic refinement of senior leaders' remits will help to support streamlined improvement priorities. In addition, there is a need to continue to evaluate the effectiveness of interventions which support children to improve their outcomes.
- School staff take collective responsibility for developing and leading change in the school and work together very well to bring about improvements. This leadership at all levels is a very strong feature of the work of the school. Staff work collaboratively to ensure that all children can make suitable progress, including children who face a range of barriers to their learning. All staff contribute very well to working groups, and to planning and implementing improvements. This includes taking on leadership roles through the staff / pupil mentoring programme and parental engagement group .
- The school leadership team trusts staff to undertake personal and professional learning which is well aligned with the agreed school improvement priorities. The headteacher and senior leaders manage the pace of change well, taking careful account of staff wellbeing and capacity. Almost all teaching staff have agency and are empowered and supported as leaders of strategic change within the school. They therefore are able to introduce appropriate initiatives and programmes to develop children's skills, meet their needs well and improve attainment as a result. Strong examples include their work on digital literacy and the introduction of a new digital planning tool. These are impacting positively on children's experiences. All staff are proud of the way they are developing learning provision for children in Bishopton Primary School.
- Almost all children feel included and listened to, but a few children are not clear about how their views influence school decision-making. School staff should consider working with children to produce a child-friendly version of the school improvement plan to help all children at all stages engage more fully in school improvement. This will enable children to be more robustly involved in the development of future school priorities.
- Senior leaders acknowledge that the COVID-19 pandemic had an impact on school partnerships. They are working very well with the community to strengthen existing partnerships and seek out new partnerships to further enhance learners' experiences. Senior leaders should continue to strengthen and expand the involvement of partners in improvement planning.
- Senior leaders have developed clear plans, in line with national expectations, for using the school's Pupil Equity Funding (PEF) allocation. These plans have been discussed extensively with the Parent Council. All parents were surveyed about the proposed PEF spend and

provided helpful comments. The main focus of the PEF plan is on improving writing attainment for a targeted group of children. PEF monies are also being used to enhance further the school's nurturing ethos and to improve attendance. These important interventions appropriately focus on those children most impacted by poverty, but impact positively on all children across the school.

- Staff at all levels in the school gather valuable data and other important information about the impact and effectiveness of new approaches and interventions. This enables senior leaders to make strategic decisions about what is working well and what needs to be changed or adapted to best meet the needs of all children. The headteacher monitors improvement work in the school very well and has created a very thorough quality assurance calendar. Approaches to monitoring improvement work include effective sampling of children's work and visiting classrooms to observe children's learning experiences. SLT provide thorough and detailed feedback for teachers which supports them to evaluate their practice very well. These focussed visits also allow staff to reflect on the implementation and impact of actions from the school improvement plan. As a result, staff are well placed to plan effectively for future changes aimed at improving outcomes for all children.

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

- Positive relationships are clearly evident in all classes across the whole school, both between staff and children and between children and their peers. These are underpinned by the school values, which are well understood by almost all children, and which contribute to a positive culture of learning. Senior leaders and staff work well together to provide a safe, nurturing, positive environment for children. Almost all children speak positively about the ways in which they are supported in their learning. The development of class charters leads to children having a strong sense of ownership and belonging.
- In most classes, teachers provide clear explanations and instructions. Almost all lessons are well structured with clear routines in place which offer children a secure foundation for learning. Prior learning is considered and discussed in most classes to support children to understand the context for learning. As a result, almost all children are highly motivated and eager participants in their learning. In almost all classes, children collaborate well with each other and participate well in small group, paired and individual activities.
- Teachers use a range of learning environments to motivate children both indoors and outdoors. Displays around classrooms celebrate children's work effectively and support their learning. Teachers use a range of creative resources outdoors which support children's learning and the development of important skills including self-confidence, resilience and communication.
- In the majority of classes, teachers share with children the purpose of learning and how they will know that they are successful. Most teachers provide children with high quality feedback about their learning. Existing good practice in this area should be further shared across the school to ensure a consistent approach from which all children benefit. There is a need to ensure that all children are clear about their overall progress and their next steps in learning.
- Most children across all stages, regularly access digital technology to support their learning. They talk confidently about using digital tablets effectively to develop their skills in writing, research tasks and in creating digital presentations. The use of digital technology to share children's learning experiences and successes with their parents has been highly successful and welcomed by almost all parents. Senior leaders should consider how best to provide all children with opportunities to use technology to evaluate their own learning.
- Senior leaders have developed an annual assessment calendar which supports teachers to gather information on children's progress. This includes the use of a range of summative, diagnostic and standardised assessments and the Scottish National Standardised Assessments (SNSA). Teachers and senior leaders use this assessment information well to develop a sound understanding of individual children's learning and progress. Formative assessment strategies are used well in most classes to support teachers' judgements about children's progress. Teachers should more regularly review how they use assessments to

inform their planning. They would benefit from working together to plan assessments more robustly as part of the learning, teaching and assessment cycle.

- Most teachers set termly targets for literacy, numeracy and health and wellbeing. This is working well to provide most children with opportunities to discuss their strengths and next steps during important learning conversations with their teachers. As a result, children are more focussed on what they need to do to improve their learning.
- Improvements to planning which reduce workload have been recently introduced. Planning information is more focused and shared through an online platform. This approach enables teachers to streamline their approaches to delivering progressive learning experiences across all curriculum areas.
- Almost all children recognise that their voices are listened to when planning learning contexts that are of interest to them. All teachers plan collaboratively using clear planning frameworks in literacy, numeracy and all other curricular areas to ensure that children receive a breadth of learning across the curriculum. An outline of the planned termly learning is shared with parents via the school website. As a result, parents are very aware of what their children are learning, and how they can support this learning at home.
- A tracking and monitoring system provides senior leaders and class teachers with detailed information about individual children. Teachers meet with senior leaders termly to discuss attainment of children in literacy, numeracy and health and wellbeing. Senior leaders and teachers track and monitor almost all children's progress well and identify any supports required. As a result, staff are able to plan appropriate support and timely interventions effectively for individual children, including their involvement in small group activities to support their learning. A strong example is the dyslexia support group. Children who access this group are progressing well in their literacy learning. Together, senior leaders and teachers should ensure that they evaluate more quickly, the impact of interventions for individuals and groups.
- All teachers engage in moderation activities in-house with their stage partners and across cluster schools, which has developed their understanding of national standards and ensures that their judgements are accurate. This continues to support teacher confidence in making robust teacher judgements. Increased opportunities to engage in moderation activities, including working more closely with teachers from other schools, will continue to support teacher judgements about achievement of a level.

2.2 Curriculum: Learning pathways

- Children experience a broad curriculum which is enabling them to develop a wide range of knowledge and skills which they can apply in a range of contexts. They regularly experience learning which links some of these key skills across curriculum areas.
- In classrooms, children experience a literacy and numeracy rich environment. Teachers display examples of classwork in corridors and classrooms across the school. This is supporting children's learning and achievement across curricular areas, increasing their pride in their work.
- Teachers deliver courses and programmes across all curricular areas and use progressive pathways to plan the delivery of the curriculum over a level collaboratively. Children experience a 1+2 approach to language learning covering French and German in addition to English. They learn about language and culture as a part of a progressive pathway in modern languages and celebrate other cultures during European languages week. Parent volunteers and other partners contribute meaningfully to children's learning during this week.
- Children experience music lessons in class and music tutorials from specialist teachers in the upper primary stages. Children use drama and art activities to stimulate their ideas for writing. This new approach is beginning to improve the quality of children's writing. Children also experience Expressive Arts subjects within discrete lessons.
- Most children experience and enjoy outdoor learning. This work is inspiring learning and sparking creativity in children. The development of outdoor learning has created excitement about learning outdoors and is a feature of learning that both staff and children would like to see extended further.
- Children are experiencing a health and wellbeing programme which includes programmes for learning about social and emotional wellbeing and relationships, sexual health and parenting (RSHP). Senior leaders and staff should, as planned, consider ways to review and adapt their health and wellbeing curriculum, built on real life contexts which are relevant to children. For example, teachers should link the work on wellbeing to children's rights.
- Teachers use a local authority planning tool for Physical Education (PE). This provides staff with a clear framework and supporting resources. All children receive two hours of high-quality PE each week. This is providing children with opportunities to explore aspects of their physical wellbeing.
- Children with barriers to their learning are supported well with enhanced arrangements when moving from nursery to P1 or from P7 to secondary school.

2.7 Partnerships: Impact on learners – parental engagement

- Almost all parents say that their child feels safe in school. Most parents are satisfied with their child's learning. Almost all parents successfully access and engage with an online platform which is used to inform them about school activities and events. This application is used most effectively to share successes and achievements and the work their children do in class. These communications support parents to have meaningful discussions with their children about their learning and support them in completing work at home.
- Parents value contact from the school when their child has done well. A minority of parents feel that the information provided from the school is not sufficient for them to understand their child's progress and would like more detail about their learning and assessments. Senior leaders and staff should continuously reflect on how best to share more frequently this important information to keep parents updated about the nature and timing of assessments.
- Most parents think that their child is treated fairly and with respect and that the school is helping their child to be more confident. Almost all parents agree that staff know their child very well and this is helping to build very positive relationships with their class teachers. Almost all parents say that their child is given the appropriate level of support to help them do well in school. A minority of parents would like to better understand how the school addresses any incidences of bullying. Senior leaders in partnership with the parent council should consider undertaking more regular surveys with parents to seek their views and provide feedback on these matters as a positive next step.
- The school is supported by a Parent Council which is consulted about school improvement planning processes. The Parent Council uses social media to inform other parents about important events, including curriculum workshops. A minority of parents feel encouraged to be involved in the work of the parent council. The parent council should work alongside the wider parent body to engage a wider range of parents more regularly and meaningfully in their work. Senior leaders would like to see an increased number of parents participating as members of the Parent Council. Parents engage in voluntary support within their children's classes, mainly Primary 1-3. A few parents expressed their view that they would like to see the Parent Council and the school utilise parent volunteers more frequently and increase opportunities for fundraising activities across the whole school community.

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

- Staff have high expectations of children, who respond well to the encouragement and support they receive. These expectations are reflected well in the school values. Children speak confidently about the school values and understand why they are important. The school values are reinforced in class charters drawn up by children, in daily routines and through the assembly programme.
- Children link the school's values to their growing understanding of children's rights. Teachers should encourage children further to reflect on their rights including how they impact on their day-to-day lives. Further emphasis on children's rights across the school will also develop a deeper appreciation of the needs of others.
- Almost all children who face barriers to their learning are very well supported through a range of appropriate interventions and by staff who know them well. The support they receive is helping to ensure that they are making good progress in their learning.
- Nurturing approaches are a major strength of the school and features in the daily routines of classroom learning for every child. Additional support is available to identified children by pupil support staff through the 'Snug' which is an identified nurture space. Staff working with children in this area provide a soft start to the school day for some children with a particular emphasis placed on social and emotional wellbeing. This high level of support increases children's readiness to learn, enabling them to engage in their learning more successfully. This is leading to improvements in their learning and their progress. Further support for children is provided by staff through a programme for those children facing the trauma of loss. Children and families who access these programmes strongly appreciate the support they receive. Almost all staff also serve as volunteer mentors, providing additional reassurance and support for any child who requires it, ensuring that all children are able to access learning successfully.
- Children's attendance is higher than the national average. Teachers use well-defined processes to monitor the attendance and late coming of children closely. A few identified children are well supported by an externally provided activity-based initiative to improve engagement with school. A key focus of this PEF-funded programme is improving attendance and motivation for this group of children. This is having a very positive impact on those children who access the programme whose attendance levels and progress are improving.
- Senior leaders meet with teachers to regularly and robustly monitor and review the progress, wellbeing and development of children. They are effective in gathering information to identify, plan and deliver targeted support and interventions. This is leading to improved learning experiences and attainment for children. Senior staff also collate and maintain a detailed overview of children with additional support needs (ASN). This provides an on-going up-to-date profile of children's identified needs, actions planned, and strategies used. As a result of this

careful monitoring, senior leaders support class teachers to plan effective interventions to address any gaps in learning for these children. Pupil support assistants provide identified children facing barriers to their learning with effective support in individual and group settings.

- Senior leaders and staff have a robust, shared understanding of GIRFEC (Getting it Right for Every Child) guidance and use this framework to ensure the wellbeing of children. The language of GIRFEC also supports all staff to share information with each other and discuss important aspects of wellbeing with children and families. Senior leaders are currently implementing revised practice in line with updated local authority GIRFEC guidance. This should enhance and strengthen existing processes in identifying, planning and recording children's wellbeing needs and progress, as well as coordinating inter-agency working.
- Teachers deliver a programme of health and wellbeing (HWB) in line with national guidance. They draw effectively on a range of resources and approaches that complement the school's approach to health and wellbeing. They also draw on discussions and inputs from children and act on their requests to develop HWB. This includes increased activities with Active Schools to improve children's physical wellbeing and the introduction of playground pals to resolve playground conflicts quickly. Information about the programme is communicated clearly to parents.
- Across stages, teachers use a wellbeing profile tool to establish a baseline against which to measure children's progress in health and wellbeing. This tool supports staff to identify any possible concerns about children's wellbeing and be responsive to children's needs through focussed wellbeing lessons. As a result, children are well supported to identify and address their wellbeing concerns. Most recently, this has included a focus on children exploring their emotions and their motivation to learn.
- Children explore a range of issues relating to their personal development and wellbeing. Through their health and wellbeing lessons older children learn about risks to their wellbeing, including about online safety. As a result, children are able to understand some of the challenges and harms they may face, and what they can do to address risks effectively. Children speak knowledgeably about the need for a balanced diet and can link their understanding of nutrition and protein to their learning in class. They are also confident to suggest things that they want to learn about in class about their own health and wellbeing.
- Children have the confidence and the range of skills required to assume active roles in leading important learning on children's rights as part of the wider school citizenship programme. They are being encouraged to look beyond their school and local community to the needs of others through charity fundraising. This approach enables them to explore issues around children's rights and equality while developing their understanding and awareness of the wider world. As a result, they are more confident in discussing and exploring current issues about fairness and justice within their own context. Senior leaders and staff are working with children and partners to extend the learning around this theme.
- All staff ensure that they encourage inclusion and equality in all areas. This includes, for example, through themed weeks, World of Work (WOW) and STEM focussed activities. These are carefully planned to ensure they actively promote equality and diversity. For example, there is a focus on the theme of discrimination and stereotyping through class lessons and gender equality is discussed as part of WOW activities.
- As part of the local authority's approach to child protection and safeguarding, a particular emphasis is being placed on the promotion of inclusion. Teachers are supporting children well to learn about discrimination and racism and promoting respect for others. This also supports them to understand what it means to be a member of a fair society.

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

- Attainment in literacy and numeracy is very good. Overall, almost all children achieved expected national standards in listening and talking and numeracy and mathematics, and most children achieved expected national standards of attainment in reading and writing in session 2022-2023. A few children exceeded expected national standards across the school in literacy and numeracy.
- All children who require additional support make good progress in their learning.

Attainment in literacy and English

- Overall, most children make very good progress in literacy and English. Children apply their literacy skills well in a range of relevant contexts.

Listening and talking

- Children who have achieved early level use digital technology to record each other re-telling well-known fairy tales. They identify rhyme accurately and create their own rhyming words. Almost all children working at first level watch texts to gather information for a specific purpose. They understand clearly the difference between a fact and opinion. Most children listen respectfully to others. A few children would benefit from reminders about taking turns to speak. Almost all children working at second level participate successfully in group discussions. They are ready to debate key issues about their topics.

Reading

- Children who have achieved early level blend letter sounds together to read unfamiliar words and broaden their vocabulary. They find information in texts successfully to learn new things. Most children working at first level express a preference for different authors and genres. They use their knowledge of spelling strategies to read unfamiliar words well. Almost all children working at second level use skimming and scanning techniques to identify the main ideas and find key information in texts. They recognise features of non-fiction texts such as headings, and sub-headings, glossary and index. They use context clues and their knowledge of word stems or prefixes to find the meaning of new words. They would benefit from further practice in creating and answering inferential questions.

Writing

- Almost all children write clearly and legibly, as appropriate to their Curriculum for Excellence (CfE) level. Children who have achieved early level create short information texts and provide personal recounts using a wide range of vocabulary for their age. Most children working at first level spell most familiar and unfamiliar words correctly and use grammar and connectives appropriately in their writing. Most children who are working at second level write within a

range of genres, using a range of punctuation and grammar successfully. They understand and use features of language such as simile, metaphor and onomatopoeia appropriately to engage the reader.

Numeracy and mathematics

- Overall, most children make very good progress in numeracy and mathematics. Children apply their numeracy skills well in a range of relevant contexts.

Number, money and measure

- Children who have achieved early level explore number through play. Children count forwards and backwards to 20 and beyond. They complete addition and subtraction calculations to 20 accurately. Most children working at first level identify the value of digits in a whole number up to 1,000. They are confident in addition and subtraction calculations and can multiply whole numbers by 10 successfully. At second level, almost all children use a range of strategies to complete number calculations, explaining clearly the strategies they have used. They can calculate simple percentages of a quantity and are beginning to use this knowledge to solve problems in everyday contexts.

Shape, position and movement

- Children who have achieved early level have a strong understanding of two-dimensional shapes. During play experiences they create three-dimensional objects. Most children recognise and describe properties of common two-dimensional shapes and three-dimensional objects appropriate to their CfE level. Most children working at first level are confident with compass directions, with the majority able to identify eight compass points. At second level, almost all children use mathematical language accurately to identify and describe angles. They can convert between centimetres and metres. Across the school, children need more opportunities to use a range of mathematical instruments in practical situations.

Information handling

- Children who have achieved early level gather and sort information and objects using their own criteria. At first level, most children describe situations where they have completed surveys to gather data. They have a strong understanding of the features of charts and bar graphs. They know to include a suitable title and simple labelling on both axes when creating graphs and charts. At second level, most children can display and interpret data in bar and line graphs, and pie charts. They use this information to predict the likelihood of events occurring.

Attainment over time

- Staff have maintained high levels of children's attainment over time during periods of COVID-19 and other factors. This is a key strength of the school.
- Senior leaders identify dips in attainment at specific CfE levels and have been proactive in addressing these to raise attainment where identified. They improved their tracking process to monitor children's attainment in literacy, numeracy and health and well-being more robustly. They identify groups, cohorts and individual children who require additional support with learning and implement interventions promptly. Senior leaders provide evidence of the positive impact of numeracy and literacy interventions on groups and individuals. Senior leaders and staff should continue to measure and analyse their data to help them identify more rapidly the interventions which make the biggest difference for individual children.
- Senior leaders and teachers continue to develop their assessment approaches to support them in making professional judgements about levels of attainment. They should continue to extend the use of the National Benchmarks and engage more often in moderation activities with colleagues from other schools to further consolidate their judgements.

Overall quality of learners' achievements

- A strong feature of the school is the range of valuable opportunities children have to experience success and develop skills and attributes through their achievements. Children share their achievements with others and celebrate their success in school and with parents on the school's online platform. This supports children well in identifying and recognising the skills they are developing. This is also supporting children to recognise when they are using their skills in different contexts. Senior leaders track children's achievements in and out of school. They should continue to further develop their approaches to tracking the skills children develop through their achievements.
- All children from P2 to P7 participate in meaningful and relevant committee roles and choose the groups and committees they would like to join. These activities are developing children's citizenship and leadership skills and increasing their understanding of global issues and sustainability. These recently formed Citizenship Groups include the pupil council, rights respecting school group, Malawi fund-raisers, sport squad, digital leaders, outdoor learning group and planet protectors. While at an early stage, these groups are supporting the development of children's skills, including teamwork, problem solving and communication. Library leaders played a key role in designing the new school library as an accessible and nurturing space, well stocked with texts promoting diversity and inclusion. Children lead aspects of assemblies, celebrating the achievements of others, work in sports, digital technologies and children's rights. Children and staff are rightly proud of these achievements.
- Children across the school contribute effectively to the wider community. For example, the school choir sings at a local care home. This is helping to develop children's performance skills. Children support local church members with digital technology which is helping them to be confident and understand the needs of different generations. Children are supported and encouraged to participate in groups, committees and clubs to enhance their skills.
- Almost all children participate in many after-school and lunchtime clubs. Senior leaders and staff are highly responsive to children's interests and create clubs to meet their needs. Senior leaders and staff identify children who are not regularly participating in these activities and signpost them to areas which may be of interest to them. These clubs help children to develop their individual talents and are developing children's performance, sport and teamworking skills.

Equity for all learners

- School leaders and staff know the children and families very well. They ensure that no child misses out on educational opportunities including trips and visits to support their learning. This includes those facing challenges caused by socio-economic factors. They offer support to families sensitively and discreetly when required and signpost them to other agencies. School events and performances are free of charge, encouraging parental engagement. Families have access to a school uniform bank and PE equipment if required.
- The headteacher uses PEF to provide staffing and resources which support identified children with gaps in their progress in literacy, numeracy or health and well-being. New numeracy and digital progressions make it easier to identify where interventions are required to help targeted pupils. Additionally, a range of external agencies help to support learners and solutions have been built into children's school day to ensure they have the best possible start. There is evidence that these interventions are accelerating the progress of children most impacted by 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.