

Summarised inspection findings

Newlands Primary School

Scottish Borders Council

21 January 2025

Key contextual information

Newlands Primary School is a non-denominational school located in the village of Romanno Bridge, Scottish Borders. It serves a largely rural community, with 59% of children in receipt of school transport. The school roll is 63 children, arranged over three multi-stage classes. The school shares premises with Newlands Community Development Trust.

The headteacher has leadership responsibility for both Newlands Primary School and Broughton Primary School and is supported by a principal teacher. The headteacher has been in post since October 2018. There has not been stability in the provision of a principal teacher over the past year due to absence. This has resulted in the increased use of temporary staffing.

In 2022/23 attendance was 93.1% which is in line with the national average. All children live within Scottish Index of Multiple Deprivation deciles 6 to 9, with most living in deciles 6 and 7. The number of children reported as having additional support needs is in line with the national average. The number of children registered for free meals in P6 and P7 is just below the national average.

1.3 Leadership of change

satisfactory

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 school's long-established vision, values and aims are captured under the motto, 'Newlands CARES' (Challenge, Achievement, Respect, Encouragement, Safe). All staff, and almost all children, talk confidently about this motto and how it impacts on themselves and others. It underpins the school's curriculum rationale. Most parents believe that the motto represents the school's vision well. Moving forward, senior leaders should engage the school community in more regular reviews of the vision, values and aims. This should support them to maintain their relevance. The headteacher should strengthen the measures used to identify progress towards achieving this vision. While aspects of the vision are evident in daily practice, such as 'care' and 'respect', work towards ensuring 'challenge' and 'achievement' needs to be strengthened.
- The staff team demonstrate a strong understanding of the social, economic and cultural context of the school. They use this knowledge well to develop partnership working across the wider school community. This community involvement enriches children's learning experiences and supports the community to feel involved in the work of the school.
- Senior leaders seek the views of staff, parents and children in a variety of ways to inform the school improvement planning process. For example, children participate in 'T with the SLT' (senior leadership team) to share their views in relation to self-evaluation evidence and school improvement priorities. Senior leaders have begun to implement an increasingly comprehensive quality assurance calendar. They engage in learning walks, sample children's work and review teacher's planning. They meet each teacher termly to review children's progress and attainment. Although senior leaders provide feedback to staff, these activities are

not yet leading to sufficient change and improvement. Overall, senior leaders need to increase the rigour of quality assurance activities, including the more effective use of data. This should better inform their decision-making and strategic leadership of change.

- Over the past two years, senior leaders have ensured that the requirements of local authority initiatives are reflected in the school's improvement plan. This includes the phased implementation of the Scottish Borders Council SBCWay Breakthrough curriculum. Staff used the audit materials provided by the local authority to identify correctly the need to improve attainment in writing as a matter of priority. The impact of ongoing developments, such as the implementation of play pedagogy and the introduction of a digital replacement for learning journals, can be seen in daily practice. However, the rigour of self-evaluation activities needs to improve to ensure the progress and effectiveness of change is measured accurately. Staff need to engage more regularly with self-evaluation frameworks, such as 'How good is our school (4th edition)'. Overall, the headteacher needs to strengthen further the strategic direction and pace of change across the school. They need to ensure that the rationale for change is more robustly informed by effective quality assurance and self-evaluation procedures.
- Teachers engage in a range of professional learning activities linked to the needs of the school improvement plan. For example, teachers undertake accredited training in digital literacy skills to support the increasing use of digital tablets across the school. Partnership working with local authority staff is supporting the development of staff's digital literacy skills and their understanding of play pedagogy. A few staff have developed their practice by visiting other schools. They have used these opportunities to reflect on their own work. Senior leaders should continue to extend opportunities for teachers to learn from other schools.
- Additional Needs Assistants (ANAs) benefit from accessing regular professional learning developed and delivered through the Tweeddale Cluster ANA Academy. This new academy model enables ANAs to access relevant training and development. This supports them to network and share practice with colleagues from other schools. All ANAs value this new approach to professional learning and are applying the practical skills and knowledge gained to their daily practice. Children benefit from the increasing quality of knowledge and support they are experiencing.
- Senior leaders create a culture in which all staff are valued and encouraged to undertake leadership roles. Staff have designated leadership roles, such as taking responsibility for specific curriculum areas or areas of development such as play pedagogy. This approach supports the development of a strong sense of teamwork across the school, with teaching and support staff working closely together. There is potential to develop these opportunities further through staff engagement in professional enquiry activities. This would help those leading initiatives to monitor more effectively the impact of their leadership focus on improving outcomes for children.
- Children contribute to the leadership of change through their involvement in Pupil Parliament Groups. Most children feel comfortable approaching staff with suggestions, knowing that their views will be respected and considered. Senior pupils undertake a range of formal leadership roles, such as junior road safety officers, junior active school coordinators and house captains. They contribute to school improvement priorities through their role, for example, as digital technicians and numeracy leaders. The pupil parliament's work on gaining national accreditation has improved the consistency in the language of learning around children's rights. Older children have regular opportunities to develop ideas relating to their assigned leadership tasks. Children are proud of the contribution they make to their school. Staff should now support children to evaluate the impact of their work and extend leadership opportunities to involve all children.

- The school benefits from a supportive Parent Council that takes an active interest the school's work. Almost all parents feel encouraged to be involved in work of the Parent Council and feel comfortable approaching the school with suggestions. The headteacher actively engages parents in aspects of school improvement planning. A Parent School Improvement Group has just been introduced. Its aim is to provide feedback on specific aspects of development and support the further development of parent engagement. The headteacher informs the Parent Council of the intended use of Pupil Equity Funding (PEF) to support the raising of attainment in literacy and numeracy. This funding is primarily used to enhance ANA staffing to enable an increased level of targeted support.

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 learn in an environment where positive relationships between staff and pupils and between peers support them to engage positively in their learning. Staff reference the importance of the school's values of respect and inclusion through their classroom practice. Most children feel encouraged by staff to do the best that they can. Staff support children to employ a range of helpful strategies to ensure their readiness to learn. Almost all children know who to ask if they need help with their learning. When learning activities are well matched to the needs of all children, they are highly motivated and engaged in their learning. Staff should provide children with increased opportunities to take greater responsibility for leading their own learning.
- In almost all lessons, staff share the purpose of learning appropriately. This supports most children to understand what they are learning. Staff are beginning to develop children's understanding of the language of learning. They involve them in identifying how they know they will be successful. The consistency and quality of these discussions should continue to be developed across all classes. Staff should ensure that the measures of success are more closely linked to planned learning. This should support children to strengthen their understanding of themselves as a learner and identify better the progress they are making.
- Most staff use formative assessment strategies to assess children's understanding. They provide verbal and written feedback to support children to understand how successful they have been. The quality of this feedback is variable and does not always focus on what children need to do to improve. Children set learning targets at the start of each term. Although aware of their literacy targets, children are less confident about where they are in relation to numeracy. Staff need to be more responsive to the progress children are making and support them to review their targets more regularly. This would help children develop a greater understanding of their pace of progress and support the provision of greater challenge.
- All children from P4 to P7 have their own digital tablet and use this to support learning both in school and at home. Staff use digital technology increasingly well to support learning and teaching, particularly at the upper stages. Children use of a range of digital applications appropriately for a range of purposes. For example, children record voice notes and create videos to demonstrate their understanding of specific aspects of their learning. Building on this positive start, staff should ensure that children's digital skills are developed more progressively across the school. Children are motivated to extend the range of applications they use, including through accessing a wider range of technologies. Staff should consider the frequency of children's engagement with their digital tablet across the school day to ensure they experience an appropriate breadth of learning experiences.
- In most lessons, staff provide learning that takes account of the differing stage of development within their multi-stage class. Staff provide regular opportunities for a few children to learn with

peers in other classes, such as those at the same stage. However, in most lessons, there is significant scope to increase the pace of learning to respond to the needs of individual children. The majority of children feel that work could be more challenging more often. Staff should ensure that all children are engaged actively in learning that is set at the correct level. A minority of children are capable of achieving more.

- In most lessons, staff use questioning to check for understanding. For example, children share the strategies they could use to solve a numeracy problem. In a few lessons, staff use open-ended questions effectively to extend children's thinking. Staff should continue to develop their questioning skills to ensure the consistent use of high-quality questioning across the school. This should support the further development of children's higher order thinking skills.
- Staff are at the early stages of developing play pedagogy for younger children. They have begun to develop the classroom environment to support the expansion of play. Staff consider the balance of teacher-initiated, teacher-directed and child-led experiences at different times across the day. As a next step, staff should ensure learning experiences are developmentally appropriate for all children. There are missed opportunities to extend learning, such as the application of money skills through role play. Staff should, as planned, continue their engagement with professional learning and national guidance to inform the ongoing implementation of play pedagogy.
- Teachers use a wide range of assessments to help measure children's progress. This includes a strong focus on the use of standardised assessments. Staff should review their approach to assessment to ensure it more accurately informs their professional judgement of children's progress. Senior leaders should review the effectiveness of assessment weeks in providing a clear indication of children's progress on an ongoing basis. Staff recognise the need to develop their understanding of national expectations in line with national Benchmarks. Senior leaders should ensure that staff engage in moderation activities, both internally and with other schools, on a more regular basis. This should serve to strengthen further the reliability of teacher professional judgements of achievement of Curriculum for Excellence (CfE) levels.
- Teachers have begun their transition to using new Scottish Borders Council SBCWay Breakthrough curriculum pathways. They use these pathways to inform their planning for literacy and numeracy. Teachers also plan learning across all curriculum areas using CfE experiences and outcomes. This includes plans that link different areas of the curriculum together. Staff take appropriate account of the context of the school when planning learning. For example, staff have an increased focus on teaching writing this session to reflect the identified need to raise attainment in writing. As staff embed the use of these new curriculum pathways, they should ensure that planning serves the needs of all children, including those requiring greater challenge. They should maintain an appropriate balance of time to ensure children receive a broad curriculum.
- Teachers meet regularly with the senior leaders and support for learning staff to track individual children's progress. During these attainment meetings, staff identify the need for additional support and identify how these will be provided. Staff refer to a range of data to inform their understanding of children's progress, including the impact of targeted interventions. Staff should strengthen further their data analysis skills to ensure they use the information gathered more effectively to secure sustained progress. This should include the identification of attainment gaps, including those resulting from poverty. Senior leaders should ensure increased rigour in the processes used by staff to track and monitor children's progress.

2.2 Curriculum: Learning pathways

- Teachers are beginning to implement the local authority's SBCWay Breakthrough curriculum pathways across literacy and numeracy. These pathways are based on CfE experiences and outcomes. The implementation of these curriculum pathways is a key priority within the current school improvement plan. Teachers are increasingly using these pathways to inform their planning of learning experiences, with priority being given to the development of writing. Senior leaders have recognised the need to review the school's learning and teaching framework as a result of this development. This will enable them to reflect the school's transition to the SBCWay Breakthrough curriculum.
- All children have the opportunity to engage in regular outdoor learning activities. Staff make effective use of the school grounds and neighbouring woodland. Teachers plan relevant and meaningful activities that allow children to extend their literacy and numeracy skills outdoors. Staff are beginning to develop children's understanding of learning for sustainability and make use of their rural community to support this. Younger children learn to raise hens in the school's hen coop, having first hatched them as chicks. Parents and partners share their expertise and support the development of resources and outdoor learning environments. Staff should now ensure that these learning opportunities enable the progressive development of skills.
- All children receive their entitlement of two-hours of high-quality physical education every week. This is delivered by a physical education specialist teacher. In addition, children experience a range of opportunities to be active across the life of the school. This includes walking a 'weekly mile'. Music is delivered by a music specialist.
- The development of the 1+2 language curriculum has been an identified area within the school's improvement plan over the past couple of years. Staff use a progressive planner to inform the development of French across all stages. Children are being exposed to Spanish as a third language in P6 and P7. All children require further opportunities to apply and develop their language skills.
- Staff plan learning that links different areas of the curriculum by bundling experiences and outcomes. There is an agreed three-year cycle of topics in place. This supports staff to ensure that learning experiences build progressively on prior knowledge. To inform planning, children identify what they already know, what they would like to know and what they have learned. Staff have identified correctly the need for a stronger focus on skills development within this context for learning.

2.7 Partnerships: Impact on learners – parental engagement

- All staff are committed to meaningful engagement with parents. This results in an enthusiasm from parents to support the work of the school. The introduction of a new digital platform is enabling parents to receive regular updates about their child's learning. Parents are actively encouraged to share their child's achievements beyond school. Most parents feel they receive timely feedback and understand how their child's learning is assessed.
- Staff organise events, such as 'Take-a-peek' and 'Come and learn with your child' where parents can learn together with their child. In addition, staff provide focused learning events, such as the recent information session about the school's developing approach to play. As a result, most parents feel schools gives advice to support learning at home.
- The Parent Council welcome the very effective relationship they have with the headteacher. They recognise the school's strength in engaging with the wider community. This creates a feeling of involvement with the local 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. At the time of the inspection, there were no identified areas for development.

3.1 Ensuring wellbeing, equality and inclusion

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

- Across the school, staff and children demonstrate consistently warm, positive, caring relationships. As a result, most children feel that staff treat them fairly and with respect. Children find staff approachable, enabling them to seek guidance and support when required. Most children feel they have someone they can speak to if worried or upset. Children have an increasing understanding of their peers' strengths and challenges and know strategies to support each other. Most parents feel that their child is safe in school.
- Most children identify and discuss the United Nations Convention for the Rights of the Child and give examples of how it relates to them. The school community has a shared understanding of the Rights of a Child through their work towards formal accreditation of rights-based learning.
- Overall, standards of behaviour are good. All staff understand and apply a range of agreed strategies to ensure consistency in their approach to supporting children demonstrating dysregulated behaviour. These include the use of agreed scripts, accessing nurture spaces and implementing support plans. Staff have increased the effectiveness of restorative conversations through engagement in professional learning. As a result, almost all staff are confident in using restorative practice to support children's regulation of emotions and manage conflict.
- Senior leaders led a review of the school's Relationships and Anti-bullying policy last session. Staff engagement in professional learning has increased their understanding of what constitutes bullying, and of the school's approach to responding to bullying incidents. As a result, the number of reported incidents of bullying is low. Senior leaders should, as planned, engage with parents to ensure their understanding of, and engagement with this revised policy.
- Children are strengthening their understanding of their own wellbeing. Twice a year, children self-assess their wellbeing against the wellbeing indicators. All children are developing their knowledge and understanding of the skills, capabilities and attributes they need for mental, emotional, social and physical wellbeing. Most children feel listened to and cared for. Staff use the information gathered from these self-assessments to inform improvements, such as improving the playground experience for children through playground leadership training. Most parents feel that the school supports their child's emotional wellbeing. As planned, staff should continue to develop the consistent use of wellbeing indicators across the school. Senior leaders recognise the need to review health and wellbeing tracking and monitoring systems to ensure they align with the new SBCWay Breakthrough curriculum.

- The local food bank works in partnership with the school to provide free fruit daily. As a result, almost all children eat fruit every day either as a morning snack or for their break. Children understand the importance of healthy eating and how this contributes to their ability to learn. This understanding is developed further through children's engagement in cooking activities using produce they have grown in the school's polytunnel.
- Children's wellbeing is enhanced through both universal and targeted support. Staff engage a range of strategies, including outdoor learning and structured wellbeing programmes to support children to express and regulate their emotions. These interventions have a positive impact on most children's readiness to learn, progress and achievement. Almost all children apply strategies and use language effectively to regulate and express their emotions. Children particularly enjoy engaging in an educational programme involving horses. Their engagement with horses is impacting positively on meeting their social and emotional needs and enhancing their confidence as learners.
- Staff effectively fulfil their statutory duties. All staff complete relevant professional learning and know where to seek advice if required.
- Staff are sensitive to the needs of all children at key points of transition, including transition from nursery to P1 and from P7 to secondary school. Where necessary, enhanced transition programmes are designed and implemented, in partnership with parents, to meet the needs of individual children. The Woodland Wednesday book-based transition programme, for example, enables nursery children to engage in a planned programme of outdoor learning activities with P1 and P2 children. This supports nursery children to form effective relationships that enable them to settle quickly into P1.
- Overall, the needs of individual children requiring additional support to meet their health and wellbeing needs are met well. Strong, positive relationships with well-established partners ensure a coordinated multi-agency approach to achieving improved outcomes for children and families. Partner agencies value the quality of partnership working they experience when engaging with staff. Children are active participants in discussions about how best to meet their needs. Senior leaders recognise the need to strengthen the effectiveness of target-setting for children within individual education plans. Staff have begun to review these to ensure targets are specific, measurable, attainable, relevant and timely.
- There is a strong culture of inclusion across the school where difference and uniqueness are celebrated. This results in children who have a strong sense of belonging in the school. Focus weeks, pupil groups, assemblies, and class visits promote equality and diversity and help eliminate discrimination. Staff have considered the inclusiveness of both indoor and outdoor learning environments. They use a framework to audit learning environments and make necessary adjustments to ensure they are inclusive. This includes, for example, the sensory garden and loose parts shed. As planned, staff should continue to monitor and review the inclusiveness of learning environments on an ongoing basis.
- Children engage in a wide range of activities that develop their understanding of wellbeing. Most children feel that the school is helping them to lead a healthy lifestyle and get regular exercise. Senior leaders recognise the need to develop and implement a more structured and progressive curriculum to enhance all children's understanding of wellbeing, diversity and inclusion. They should ensure that children experience a progressive curriculum that provides opportunities to explore diversity and challenges racism. A recent audit of books in the school library highlighted the need to increase the range of books reflecting diversity. A selection of books has since been purchased to address this.

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, the majority of children are attaining expected levels of attainment in reading, listening and talking and numeracy. Less than half of children are attaining expected levels of attainment in writing. A few children are working above expected levels in reading, writing and numeracy. A minority of children are capable of achieving more and are not being appropriately challenged in their learning.
- The majority of children with additional support needs are making satisfactory progress in their learning.

Attainment in literacy and English

- The majority of children are making satisfactory progress in reading and listening and talking. Less than half of children are making satisfactory progress in writing.

Listening and talking

- Children who have achieved early level listen well and respond appropriately to simple questions or instructions. They listen and respond to others appropriately when in a group and talk confidently when sharing experiences. They should develop further their ability to engage with stories in different ways, such as re-telling stories using puppets or props. Children who have achieved first level take turns and contribute at the appropriate time when engaging with others. They respond to others in a respectful way. They are less confident when describing the difference between fact and opinion in spoken text. Most children working towards second level ask and respond to a range of questions to demonstrate understanding of spoken texts. They should develop further their skills in delivering an organised presentation, using suitable vocabulary for the purpose and audience.

Reading

- Children who have achieved early level use strategies to tackle unfamiliar words and read aloud texts. They show an interest in listening to texts and recall key facts and answer questions related to what they have heard. They identify words that rhyme and different patterns of sounds. Children who have achieved first level read aloud with increasing confidence. They decode unfamiliar words by locating and pronouncing familiar letter patterns and blends. Across first and second level, children identify their favourite authors but lack confidence when explaining why. They are unsure of the key features of different genres of texts.
- Children have access to a range of reading books both within their classrooms and the school library. A pupil leadership group has recently taken responsibility for the development of the school library. They conducted an audit of books that identified the need to increase the range

of texts, for example, relating to diversity. Children could make far greater use of this resource to extend their engagement in a wider range of texts.

Writing

- Children who have achieved early level make an attempt to use a capital letter and full stop in their sentences. They write for different reasons through play, imaginative and real contexts. Children who have achieved first level write independently, punctuating most sentences appropriately. They create texts for a variety of purposes using appropriate vocabulary. Children working towards second level apply techniques to engage the reader, such as the use of vocabulary. Children produce extended pieces of writing but would benefit from further opportunities to write for a wider variety of purposes. There is a need to improve the quality and consistency of the presentation of written work across the school, particularly at the early stages.

Numeracy and mathematics

- Overall, most children are making satisfactory progress in numeracy and mathematics. A minority of children are capable of achieving more. Staff should plan more regular opportunities for children to learn about shape, position and movement, and information handling. There are missed opportunities for children to apply and extend their numeracy and mathematical skills across the curriculum.

Number, money and measure

- Children who have achieved early level order numbers forward and backwards within 20. They understand that numbers can be doubled. Children apply different strategies, such as counting on, or using a number line, to add and subtract. They are developing their understanding of money, including coin recognition, through play. Children who have achieved first level round numbers confidently to the nearest 10 and 100. They identify the value of each digit within three-digit whole numbers. They accurately use the symbols for 'greater than' and 'less than' when comparing quantities. Children need increased opportunities to develop and apply their measurement skills. At second level, children round to 100,000 and decimal fractions to the nearest whole number, to one and to decimal places. They are beginning to develop their understanding of profit and loss.

Shape, position and movement

- Children who have achieved early level identify patterns. They understand and use correctly the language of position and direction, including in front, behind, above and below. At first level, children name and identify two-dimensional shapes and three-dimensional objects. They create tiling patterns using two-dimensional shapes. They are less confident when identifying lines of symmetry. Children who are working at second level describe the properties of two-dimensional shapes and three-dimensional objects using specific vocabulary including radius, diameter and circumference. They should develop further their ability to use digital technologies and mathematical instruments to draw two-dimensional shapes and make representations of three-dimensional objects.

Information handling

- Children who have achieved early level use their knowledge of colour, shape, size and other properties to match and sort items in a variety of different ways. At first level, children gather and display data using tally marks and block graphs. Children working at second level should extend the range of ways they collect, organise and display data, including through the use of digital technologies. Across the school, children need more frequent opportunities to develop and apply their information handling skills. There are a few examples of children applying these skills to capture information through pupil leadership activities. There is significant scope to develop this further.

Attainment over time

- Senior leaders track children's progress and attainment over time for literacy and numeracy. They meet with class teachers and the support for learning teacher each term to review the progress of every child. During these discussions, staff identify children who are off track and review the impact of targeted interventions. School data demonstrates that this is not yet leading to sustained progress and increased attainment over time, particularly in writing.
- A minority of children are making sustained progress. Most children who have targeted support for literacy have made satisfactory progress. However, the rate of progress in literacy and numeracy for a minority of children has decreased over time or follows a variable pattern of progress. The headteacher should review the effectiveness of tracking procedures to ensure staff have a clear understanding of children's progress within a level and achievement of a level. Senior leaders need to develop a more informed understanding of patterns and trends of attainment over time. They need to ensure appropriate action is taking timeously to address identified issues.
- The headteacher monitors the attendance and late coming of children across the school. The staff know children and families well and work closely with them to support improved attendance when necessary. This includes sharing attendance information with individual families when absence is higher than expected. There have been no exclusions over the last five years.

Overall quality of learners' achievements

- Senior pupils have leadership roles that support the life and work of the school through 'Pupil Parliament' groups. These roles have included the development of a school library, promoting road safety and the development of outdoor learning spaces. More children, particularly in the younger classes, now need opportunities to be involved in leadership activities. Staff should support children to identify the skills they are developing through these leadership roles and ensure the progressive development of these skills as children progress through the school.
- Children's achievements are recognised and celebrated within school and are shared with families in a variety of ways. This includes through assemblies, the presentation of headteacher awards and school displays. Staff actively encourage parents to share their child's achievements with the school. Children have begun to record these achievements in their new digital learning profile.
- Staff are beginning to track children's achievements, both within and outwith school. As a result, staff have identified pupils who are at risk of missing out from additional opportunities. They implement plans to ensure that barriers to participation are overcome. The school have very recently created a progression of potential wider achievement opportunities linked to each of the CfE four capacities. Staff should revisit this to ensure that it provides an appropriate focus on skills development for all children.

Equity for all learners

- Staff are highly committed to providing support to individuals in order to ensure equity of opportunity for all. They are pro-active in reducing barriers to learning and ensure opportunities to participate and achieve are available for all. Their approach is informed by their strong understanding of children and families and effective partnership working.
- A detailed plan for the use of PEF is in place. It focuses appropriately on planned interventions to raise attainment and close the poverty related attainment gap. Staff gather assessment evidence to track the impact of planned interventions. These are supporting children to increase their level of engagement in learning. Specific literacy interventions, in areas such as

improving spelling, are leading to improved outcomes. Staff should continue to monitor the impact of interventions closely to ensure they accelerate progress 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.