

Summarised inspection findings

Johnstonebridge Primary School

Dumfries and Galloway Council

2 April 2019

Key contextual information

Johnstonebridge Primary School is set within the village of Johnstonebridge in Dumfries and Galloway. At the time of the inspection the roll was 23 across two classes. The school is in partnership with Nethermill Primary School and the headteacher has been in post for three years. The class committed principal teacher deputises for the headteacher in her absence. There is now greater stability in staffing after an unsettled period. The school received £11,500 for Pupil Equity Funding.

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 and principal teacher lead the school community effectively. The headteacher judges and manages the pace of change very well. She ensures that the school's vision accurately reflects its community and prioritises wellbeing as central to its work. The vision, values and aims are well understood by children and staff. Increasingly, they underpin the work and life of the school. They form the basis for engagements with children, parents and staff at all times. The headteacher and principal teacher are highly committed in their roles and ensure improvement priorities are well led. Together, they place high value on children as leaders and their voices heard when making decisions about the school. The children themselves view the school as 'the children's school'.
- The staff team aim to continuously improve the school's provision. They made significant changes in a relatively short space of time. There is clear evidence of the positive impact on the ethos, relationships and children's understanding of their wellbeing. Overall, children are motivated and engaged in their learning. Through regular and focused discussions with class teachers, children are developing well their skills and are evaluating their learning and progress in literacy, numeracy and health and wellbeing. Whole school assemblies and together time provide well-planned opportunities for children to contribute to whole-school improvement planning.
- The importance placed on the views of children and developing their leadership skills is evident across the school. Through the 'Skills for our Lifetime' programme, children have regular opportunities to lead whole school developments such as the lego club and act as digital leaders. Their views are taken into consideration on an ongoing basis and actioned by staff. As a result, there have been major changes to the outdoor learning environment that is now used as a context for learning. We discussed with the school the many strengths of children's involvement in decision-making. There is an opportunity to continue this involvement through, for example, evaluative activity relating to learning, teaching and assessment supported by HGIOURS?

- Distributed leadership amongst the staff team is evident and effective. All members of staff undertake leadership roles that impact more widely across the school and in some cases across the partnership. Effective use of professional enquiry and improvement methodology alongside self-reflection through HGIOS⁴ informs identified priorities within the school improvement plan. Priorities are actioned and reviewed using a range of evidence. The headteacher has established a cycle of quality improvement planning that involves collaborative working with the partnership school. While there is a strategic overview of the direction for both schools, Johnstonebridge Primary School's context is reflected accurately within this plan for improvement. This professional collaboration provides a collective leadership approach and opportunities for professional learning.
- The headteacher skilfully changed the culture of the school through well-planned approaches. Staff value partnerships and positive relationships with parents, the local community and beyond. As a team, staff have improved communication successfully with parents and ensure that children's views impact on the wider community. Children describe themselves as 'agents of change'. They view the school as belonging to them and feel that they are central to decisions that are made within the school community. As planned, staff should build on the very good progress made to create a positive environment for learning. In doing so, there is a need to continue to evaluate the impact of changes and further raise attainment within numeracy, mathematics, reading and writing.
- The headteacher has a clear understanding of equity and the social and economic context of the school. Due to the size of the school, each child and their needs are very well known and understood on an individual basis. As a result, the universal support provided by the school is much wider than the national view of poverty determined through the socio and economic index of multiple deprivation. Staff also take account of many additional factors including, for example, in-work poverty, rural poverty and disability.

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Overall, the quality of learning and teaching across the school is good and relationships are very positive. There is a nurturing, supportive and inclusive ethos in the school resulting in children who are keen and eager to learn. Children refer to their class charters regularly as a reminder of the expectations for all with regard to learning and behaviour. Children also talk about having a positive mindset and how they persevere if they do not manage their work first time. They also undertake leadership roles within group work ensuring that others stay on task during activities. Staff within Johnstonebridge Primary School recently focused on implementing a nurture approach. This has a positive impact on pupil engagement and children's motivation to learn. Teachers create regular opportunities for the children to apply their learning in creative, relevant and real-life contexts. This includes the use of the outdoor classroom and the local environment as appropriate.
- When given the opportunity children demonstrate responsibility and independence when completing tasks. Overall, most needs are met during planned learning. There is scope to further differentiate lessons, to increase the pace of some lessons and the level of challenge for some children. This will ensure that all tasks and activities are well-matched to the individual needs of all children and further add value to their school experience. Staff should continue to develop their approaches to the use of digital technology to enhance learning experiences.
- Most children understand the purpose of their learning and during plenary sessions, the older children use high quality reflective language. Children are keen to share with each other what they have learned and are respectful of everyone's contributions. Their views are regularly sought and acted upon ensuring that they recognise the valuable contributions they make to the life of the school. They articulate very well their impact on the learning environment both inside and outside of the school building.
- Ongoing purposeful learning conversations with children help them to understand and to identify their strengths and next steps in learning, and to regularly reflect on these. Older children also understand how they learn most effectively, whether visually, auditory or kinaesthetically. Together with the termly targets, this is helping children progress and be engaged in their learning.

Quality of teaching

- Staff work very well across the partnership to collaborate and plan learning. They are confident in the use of learning intentions and success criteria in all lessons. This helps children to understand the purpose of lessons. Interdisciplinary learning is evident in planning and there are opportunities for teachers to continue to develop this approach through clearer expectations of standards. There are examples of teaching approaches that encourage

children to explore meaning. For example, children are encouraged to hypothesise and use their knowledge about medical science as a context for discussion. In character, as famous inventors, they justify their inventions from questions created by their peers.

- Overall, teachers give clear explanations and older children prioritise higher order thinking skills across all aspects of learning. There are examples of mathematical thinking that need further understanding and clearer explanations to support children learn challenging mathematical concepts. Almost all teachers use formative assessment strategies and effective questioning. There is scope to use questioning as a 'check-in' with children more regularly to ensure that they understand what they are learning. Pupils self and peer assess their learning to develop their understanding and identify next steps in learning in literacy and inter-disciplinary learning. This is at the early stages of making a difference in numeracy.
- Currently children receive regular feedback on their learning in jotters and through their achievement folders. Teachers in the school should continue as planned to improve the quality of feedback to children to support progress.

Effective use of assessment

- Ongoing and periodic assessment informs planning. Assessment information takes good account of standardised assessments and professional judgements. Professional judgments link well to the organisation of learning outlined within the learning pathways. Staff extract diagnostic information from the Scottish National Standardised Assessments to plan next steps for children in literacy and numeracy. There is a need to revisit the measures assigned to children and ensure that they all make very good progress over time. The well-planned learning provides very good opportunities for children to achieve the highest possible standards. However, children's own aspirations of what they can achieve need to be higher. As staff continue to develop a deeper understanding of standards this will improve alongside the accuracy of professional judgements.
- Teachers use data from the Scottish National Standardised Assessments, other relevant assessment information, National Benchmarks and observations of learning to lead to their professional judgement of achievement of a Curriculum for Excellence level. Teachers have undertaken a number of quality assurance and moderation activities in school, with their partner school and at cluster level, including teachers from the local secondary school. As a result, they have increased confidence in formulating judgements of achievement of a level and increased awareness of specific learning needs of children.

Planning, tracking and monitoring

- Staff use very detailed planning, tracking and monitoring approaches across literacy and numeracy. They plan well across all curriculum areas using a colour coded overview to track progress. Regular tracking and monitoring meetings with the headteacher focus on children's progress and make use of diagnostic information well to plan further interventions. These discussions link well with moderation activities outwith the school.
- Overall, monitoring shows children make good progress from their prior levels. However, we discussed with the school approaches that could further enhance these in-depth discussions. Samples of children's work are not reflecting well enough the challenging contexts that they experience in class lessons. At times, the high-quality discussions and learning are not reflected in children's jotters or work. Staff would benefit from exemplification of national standards that show breadth, challenge and application of children's learning at different stages throughout a primary school.

2.2 Curriculum: Learning pathways

- Curriculum pathways across all curricular areas provide appropriate guidance to support the implementation of Curriculum for Excellence experiences and outcomes. These pathways provide planned learning that takes good account of prior knowledge. Children's voice is most evident within approaches to interdisciplinary learning. Of note, is the involvement of children within the local community action plan. Underpinned by Curriculum for Excellence experiences and outcomes, this context is both meaningful for the children and the wider community as a whole.
- Each discrete subject area has a progression pathway underpinning the schools 'bundling' of experiences and outcomes. Contexts for learning include the local community, the school environment and outdoor learning. The planned learning across these subjects take good account of the four capacities. As a result, children are developing well their attributes as successful learners. The recent introduction of developing Scotland's Young Workforce guidance into the curriculum is beginning to impact on children's understanding of the world of work.
- Helpful guidance supports very well the development of listening and talking skills through relevant contexts such as 'whole school issues', 'teaching and learning' and 'classroom routines'. It specifies the role of the teacher as both listener and speaker. This information is used very well to inform teachers how to embed listening and talking skills across learning. Children talk confidently about their learning. There is a need to develop further literacy and numeracy across learning and ensure that opportunities to develop these in real life contexts are maximised.
- The three-year rolling program for learning ensures that planned learning is coherent with breadth of coverage of learning. Moving forward the school rightly identified the need to continue to develop the curriculum taking account of the local context and develop with the experiences and outcomes as a backdrop to develop important skills for learning, life and work. Staff should continue to consult with children, parents, staff and the wider community and reflect the revised vision, values and aims. They should further embed benchmarks across all curricular areas ensuring a deep understanding of standards.

2.7 Partnerships: Impact on learners – parental engagement

- Effective partnership working with parents has led to improvements particularly in the outdoor learning environment. This has also helped raise children's awareness of challenges within the local community such as with transport or access to basic facilities. By working together, children are being provided with more opportunities that show how they can influence some significant decisions in the local community.
- Most parents understand how their child is assessed in class and feel that the information they receive about how their child is progressing reaches them at the right time. They report that they receive regular, helpful feedback about how their child is learning and developing. This is done through informal feedback, achievement profiles, formal consultation events and learning afternoons. Parents are invited to a series of school surgeries to enable them to have an informal conversation about their child's learning with their class teacher.
- Parents trust staff to know their children well enough to enable them to make the most of the experiences and opportunities on offer. Parents feel welcome in the school and that they can contact staff about any concerns, are listened to and action is taken to address in a timely manner. They feel their children are happy, included and involved in all aspects of school life and the 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

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

- Approaches to developing children's wellbeing are very good. All children feel safe in school and know who to go to if they need help. They are confident that they look out for each other in the playground and within classes. Children benefit from regular focused meetings with staff to review their progress in relation to the wellbeing indicators. They discuss these in the context of their home, in the community and at school. Staff systematically monitor all children's wellbeing through the individual wellbeing discussions and their regular meetings with the headteacher. All staff, including the cook, informally monitor each child's wellbeing on entry to school, intervals and when leaving school. They take immediate action and know the most effective strategies to use if any child becomes upset or distressed.
- Data gathered by the school and used during focused discussions with staff shows clear evidence of the very good progress children have made in relation to their wellbeing over a period of time. Staff scrutinise data in relation to children's emotional needs very closely. They use this diagnostic information as a benchmark to plan interventions which they review over time. Evidence from this approach demonstrates clearly improvements in children's self-regulation skills and approaches to learning. Children talk with confidence about their wellbeing and how safe, healthy, achieving, nurtured, respected, included and active they feel at school. They are able to keep themselves and others safe in a range of situations, taking appropriate measures to mitigate risks and are increasingly aware of the potential impact of their actions on others.
- Children are very clear that being healthy is not just about what they eat and drink and how active they are. They identified that getting enough sleep, having friends, talking about their feelings, knowing about medicines and the impact of smoking and drugs contribute to being healthy. They know about the school ethos, school vision and values and how these reflect the wellbeing indicators and are particular to their school. They speak about situations where someone was not being included and what they did to resolve that by, for example, playing different games in the playground or by feeling confident enough about seeking help. Children recognise how they themselves feel included by the actions of others. For example, by working with others in class when someone is stuck, and know that they will get that support in a respectful and dignified manner. They also describe situations that may upset them and what they can do to manage these effectively.
- All partners feel the school works very effectively with them and that there is clarity around the purpose and intended impact of the work they are doing for the children and their families. Examples include, the use of Pupil Equity Funding to remove potential financial barriers to participation in after school clubs, understanding the range of services and partners who can support children and their families and how to access it and securing funds

from wind farm grants, through joint working with the Community Council, to enhance learning in school and in the community.

- The school promotes a nurturing environment with well-planned universal and targeted support that has developed over the past three years. Through self-evaluation strategies staff implemented a whole school nurturing approach to empower children to recognise and manage their emotions. The blend of whole school and targeted approaches is working very well. For example, the 'Bloom' room is a dedicated space to support wellbeing. This space provides an area for focused and targeted work and support children with strategies to use within the class and at home. Supported by dedicated skilled staff, children are empowered to make informed decisions about their emotions and action these appropriately. This is working very well and there is a noticeable improvement in the ethos and relationships within the class.
- Across the school children feel included and overall there are high levels of attendance. The work on creating a positive ethos is key to children wanting to attend school and participate in the learning. The school views itself as the hub of the community and is making very good progress at achieving this by recognising the strengths and challenges within the geographical area. Children are clear about the definition of equity and how that relates to aspects of the life and work of the school. For example, they understand that some children may need digital technologies to remove a particular barrier to their learning. Parents think that staff pro-actively support children and families over and above what is expected. They comment on how the work of the school on wellbeing impacts positively on children at home. Staff should now continue as planned to involve parents in the strategies employed in school and further support parents and families to improve outcomes for their children.

Statutory guidance

The main duties under the Schools (Health Promotion and Nutrition) (Scotland) Act 2007.

- To provide access to free drinking water, promote the school meal service and ensure suitable processes are in place to protect the identity of those entitled to a free school meal, are being met.
- The nutritional analysis of the lunch menu cycle shows that almost all standards are being met but further work is required to ensure full compliance.
- Staff have a good awareness, knowledge and understanding of current legislation, guidance and codes of practice relating to wellbeing, equality and inclusion. They should now ensure that all policies and procedures reflect up-to-date practice in the school and fully comply with relevant current national guidance.

Inclusion and equality

- Diversity is promoted well at assemblies and through the health and wellbeing programme. Children are aware of disability, protected characteristics and religious differences. Topical issues on the media are discussed and debated by the headteacher with children. The school is aware of the need to continue to promote and celebrate diversity within the school community. There is scope to extend further children's understanding of themselves and their role outwith school, the wider community and more wider as global citizens.

3.2 Raising attainment and achievement

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Overall attainment in literacy and numeracy

- Across the school, most pupils are making good progress from their prior levels of learning in literacy and satisfactory progress in numeracy.
- Children's progress through levels is not yet moderated sufficiently well. As a result, the ongoing assessment evidence, planned learning and pace of progress could be improved for the majority of children. This is particularly evident within reading, writing, numeracy and mathematics. Teachers should continue to engage in moderation activities to ensure that judgements are robust and reliable and demonstrate the breadth of experience, challenge and application especially within reading, writing, numeracy and mathematics. Attainment data is analysed and reviewed regularly to determine the supports and increased challenge required for children across all areas of the curriculum. Staff are at the early stages of using this information to support the prediction of when children will achieve a level.

Literacy and English

- Overall, most children make very good progress in listening and talking. They listen well to each other and their teachers. They use sophisticated language when describing their own learning, their targets or applying higher order thinking skills across the curriculum. They can describe in detail skills and strategies to support their wellbeing. At first level, children describe features of staying healthy and discuss the storyline of a book from a different view point. At second level they consider the detail of challenging text about science and take on character roles very well in a hot seat activity to demonstrate their learning.

Reading

- Overall, most children make good progress in reading. Across the school, there are major strengths in their understanding of inference and hidden meaning, reciprocal reading and discussing the main ideas in text. However, there is much room for improvement in children reading independently on a more regular basis and for pleasure in school and at home. At the early and first levels children are developing their decoding skills through a teacher directed structured approach. They access core reading books and enjoy listening to stories as part of a whole group. At second level, a few read fluently and with expression. They can predict the meaning of words using strategies in addition to a dictionary. During collaborative reading tasks, a few children take the lead in discussions and it is less clear how much knowledge and understanding all children gained from the texts.

Writing

- Overall, most children make good progress in their writing. There are examples of high quality writing contexts such as artefact research for WW2 and writing verses for a ukulele song that they performed during a concert to parents. However, written responses do not reflect well enough children's understanding of a breadth of skills for writing effectively across a range of

genres. Children need more opportunities to write high quality responses more regularly. At the early and first level, children sequence stories well and can provide a written response from different characters' points of view. At second level, children can discuss onomatopoeia, personification and create a personal response about the solar system.

Numeracy and mathematics

- Overall, attainment in numeracy and mathematics is satisfactory. While most children are making good progress in numeracy from when they begin in Johnstonebridge Primary School, the majority could be making better progress.
- At first level, children read and write numbers, and continue and create repeating patterns involving shapes, letters and number. Most children work with numbers within 100, count forwards and backwards in 10s and 100s and recognise simple two-dimensional shapes. Children record information in a variety of ways including in tabular form. Children engage in the tasks set for them in numeracy, however, are not always able to relate what they are doing to why they are learning it.
- By second level, the majority of children round whole numbers to the nearest 1,000, explain the link between a digit, its place and its value and know the relationship between commonly used units of time, for example, three quarters of an hour. Most children describe and calculate the perimeter of a two-dimensional shape and use mathematical language to describe a range of angles. The majority of children at this level recognise how number and mathematics is used in everyday life, for example, the use of coordinates in mapping. They devise ways of collecting data in, for example, charts or simple pie charts. Most children at second level are developing their confidence in the use of fractions, decimal fractions and percentages and in using money as a concept for learning. They are less confident about the properties of two and three-dimensional shapes. Children do not apply their numeracy knowledge often enough in real life contexts.
- Teachers are at the early stages of gathering summative data relating to other curriculum areas in order to inform progress. Children's progress across the curriculum is less clear.

Attainment over time

- Given the small number of children in the school inspectors sampled a range of their work, spoke to them in focus groups and observed them learning in classes. From this evidence it was clear that most children are making progress in all aspects of their learning. Most children are making very good progress in listening and talking, good progress in reading and writing and satisfactory progress in numeracy and mathematics.

Effectiveness of schools tracking systems

- Robust systems are in place enabling teachers to track and monitor children's progress in literacy, numeracy and health and wellbeing. This allows teachers to have clear expectations for children and to support all children set appropriate targets to achieve appropriately. Furthermore, it is helping teachers identify any gaps in learning for targeted interventions.

Overall quality of learners achievements

- All children set relevant targets termly in literacy, numeracy and health and wellbeing. These are reviewed with their class teacher through their achievement folders which are also shared at home. This is encouraging individual pupil reflection and for them themselves to record progress and their 'proud' moments over time.
- Children's achievements from within and outwith the school are celebrated regularly in assemblies and class discussions. These include participation in David and Oliver Mundell's Christmas card competition, the school's 'Easy Cheesy Nativity', the school garden party and

taking part in West Sound, School of the week on local radio. Children receive weekly awards linked to the four capacities, for example, as a responsible citizen for being organised and sensible during outdoor learning activities or for being an effective contributor for earning the most points in the week. Children receive medals recognising successes in, for example, the regular times tables challenge. They are proud of their achievements and talk enthusiastically of how they feel when they receive their awards. This is further contributing to the children's understanding of being a responsible citizen, a successful learner, a confident individual and an effective contributor.

- Additionally, children are involved in community events such as singing at the Johnstonebridge Christmas concert and supporting the lunch club at the local community hall. Children also sell their home-made items such as chutney from their own orchard or items made at the well supported craft club locally to support the ongoing purchase of craft materials. The local community supports children well by fully involving them in the development of the local community action plan. Children articulate well their involvement in this plan. The end of term award ceremony recognises the development of skills in children often related to the school values and the ongoing development of skills for life and work.
- Almost half of the children attend the active sports club which offers taster sessions in a variety of different sports including golf, athletics, curling and yoga. For some children this has led to competing in regional events. The after school craft club run by support staff engages almost all the children in a wide range of craft activities.
- There are effective systems to track and monitor achievements and the development of skills within all learners in Johnstonebridge Primary School. This is used to identify and support children who may be at risk of missing out of these valuable additional opportunities.

Equity for all learners

- Staff across the school are aware of the circumstances surrounding families and children within their school community. They proactively support them through a range of approaches both formally and informally. The headteacher's open and discrete leadership style has a very good focus on, where possible, alleviating issues of poverty. For example, the focus on the cost of the school day has reduced financial expenditure ensuring all activities are accessible. Of note is overcoming a barrier of school transport timings to ensure that all children can access the after school clubs.
- A range of interventions planned through Pupil Equity Funding are now in place. We asked the school to continue to review these and ensure that they can show demonstrable improvements over time to identified themes outlined within the National Improvement Framework strategy measures and sub-measures. In doing so, staff should ensure that planned interventions are sustainable and enhance the universal and targeted supports that are in place. There is a need to accelerate children's progress within literacy, numeracy as well as recognising the very good progress made in children's health and wellbeing.

Choice of QI : 2.5 Family Learning

- Engaging families in learning
- Early intervention and prevention
- Quality of family learning programmes

- The headteacher and staff recognise and value the support from parents in helping their child learn. Parents recognise that staff in the school provide them with advice on how to support their child's learning at home.
- Positive relationships exist across the school. These extend to a number of community partners who also wish to support parents help children learn. A wide range of universal supports are offered which include an open-door policy to teachers before and after school, a useful termly class learning leaflet and regular messages to parents via social media. The format of the newsletter has recently been altered with the intention that it is more useful for parents. Going forward, staff have plans to actively involve children in the production of this communication.
- Parents are encouraged to attend the school to see their children's learning in classrooms and attend child-led assemblies which are often followed by showcase events. A few parents are involved in learning opportunities, for example, through the use of food as a context for learning together. The majority of them, however, do not know if the school organises activities where they can learn together with their children.
- Teachers invite parents to attend learning discussions with their child. This provides an opportunity for the child, parent and teacher to sit down together and discuss the learning and progress made in the last term. Parents are encouraged to take an active part in the setting of specific, measurable, achievable, realistic and timebound (SMART) targets, with their child and teacher, for the next block of learning. This approach is enabling further learning conversations to happen at home between parents and children, ultimately helping children learn more.
- Staff know the families in the community well and understand the impact of rural poverty. They use data and intelligence to inform their understanding and knowledge of the community and are very well aware of the varying needs of families within it. As a result, staff are well placed to work with parents and other agencies to help provide additional targeted supports and interventions when necessary.
- Staff are keen to ensure that planned opportunities for families to learn together reflect those experiences which will be of greatest benefit to children. In order to progress the development of family learning, staff should be clear about the purpose of family learning, for example, to raise attainment and to reduce the poverty related attainment gap. As discussed staff should now work with all stakeholders to identify what families would find helpful to ensure they are supported to secure better outcomes for children.

Practice worth sharing more widely

- Children's skills in applying reciprocal reading strategies across learning in areas such as science and interdisciplinary learning. Children use a range of higher order thinking skills very well to deepen their thinking about new and unfamiliar contexts.
- Children's understanding of their wellbeing and skills to self-regulate was developed through the whole school approach to nurture. The positive ethos in the school was achieved through a well-planned and structured approach to improve children's wellbeing and their ability to apply strategies when challenged by situations. Staff also developed their skills in de-escalation strategies.

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.