Summarised inspection findings

St Ninian's Primary School

West Lothian Council

22 August 2023

Key contextual information

St Ninian's Primary School is a denominational school serving the communities of Dedridge, Adambrae and Murieston in Livingston. The school is part of the St. Margaret's Academy cluster of schools. At the time of inspection, 257 children attend the school over 11 classes. The headteacher has been in post for 10 years. She is currently also working in a central role with the local authority for two days per week. The Senior Leadership Team (SLT) comprises the headteacher, one acting depute headteacher (DHT) and one acting principal teacher.

Attendance is generally in line with the national average. There were no exclusions from 2020/21 to 2022/23. In September 2021, 12 percent of P5-P7 pupils were registered for free school meals, 18.2 percent of pupils live in 20% most deprived datazones in Scotland. The school reported that 39 percent of pupils had additional support needs.

1.3 Leadership of change	excellent
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 leadership of the headteacher is outstanding. Supported by a highly effective leadership team, she provides strong, caring and strategic direction to others. She leads with authenticity, courage, and humility. She is highly respected and appreciated by children, parents, staff, and partners. The headteacher has created a culture where children are at the heart of all decisions and actions and, as a result, all staff have the highest expectations and aspirations for every child. The headteacher's understanding of how to lead change and deliver improvement is sector-leading. She believes passionately in empowering staff and children to lead change and improvement. This deep and embedded culture of trust and collaboration is building capacity at all levels to ensure sustainable improvements.

■ All staff provide a very welcoming, nurturing and inclusive environment. This is underpinned by the school's ambitious vision of 'together we learn and grow in the image and likeness of God'. The school values of family, love, happiness, positivity, kindness and courage are embedded in all relationships and influence every aspect of school life. These values, developed collaboratively by children, staff, parents and partners, reflect the school's local context and Catholic identity very well. They are reviewed annually to ensure they remain relevant to and reflect the needs of children at the present time.

■ Senior leaders manage and guide the strategic direction and pace of change very effectively and systematically. Together they have successfully created a culture of ongoing self-evaluation amongst staff. This is leading to sustained continuous improvement, based on sound analysis of evidence and data and identification of clear improvement priorities. These priorities focus very well on improving outcomes for all children. Staff evaluate how school improvement activities improve children's attainment, progress, and wellbeing. Senior leaders maintain a strategic focus which enables them to measure the impact of change and improvement and focus on continually building future capacity within the staff team.

- Well-considered, rigorous and robust self-evaluation activities ensure all adults and children have a voice in identifying and leading improvement. Parents, partners and children share their views in a variety of ways including through 'chatter time' assemblies, surveys, the Parent Council and pupil-led groups across the school. All staff and children are involved in the identification and evaluation of school improvement activities. This encourages staff and children to have ownership of the school's agenda for implementing improvement and sustaining change.

- Senior leaders enable, facilitate, and support all staff to undertake leadership roles. Staff across the school enthusiastically lead aspects of whole-school improvement and wider achievement opportunities for children. Staff work together to implement action plans, share information and support colleagues. For example, staff lead on areas such as digital technologies, meta skills and pedagogy which impacts clearly and positively on practice across the school. This helps promote sharing of good practice and collegiate working across stages. As a result, there is a high level of relational trust and autonomy amongst staff to implement change effectively.

- Pupil participation is significant in all decision-making and change. Children have very good opportunities to lead and participate in a wide range of committees. These include House Captains, Rights Respecting Schools, Sports' Leaders, Eco-schools, Digital Heroes and Reading Ambassadors. Children are enthusiastic about the positive impact of their work. They talk confidently about the skills they are developing through this work, such as collaboration and creativity. Children at all stages influence improvement and use 'How good is OUR school?' well to gather feedback from other children and reflect on the impact of their committees. In addition, a few children contribute to strategic decisions about school finance. For example, through their role in participatory budgeting, children influence how a percentage of the Pupil Equity Fund (PEF) is allocated. This ensures that they influence how the school's funding is used to improve children's participation and wellbeing. As a result of their participation in these groups, children are developing a wide range of skills for learning, life and work. They identify clearly the positive impact they are having on their school and its community.

- The headteacher uses PEF effectively to enhance staffing, support family learning and provide opportunities for children's achievement. Senior leaders monitor carefully the impact of PEF interventions on outcomes for children. The approaches senior leaders take impact positively the progress and achievement of children. These approaches help reduce gaps in children's attainment, including for children whose socio-economic circumstances may create barriers to learning.

- All staff are proud to be part of the St Ninian's Primary School community. They have a very clear understanding of their community. They know the social, economic and cultural context of the local community very well. They use this knowledge very successfully to develop inclusive practice and approaches to wellbeing in a responsive way.

- All staff are highly enthusiastic lead learners who value and are motivated by the range of purposeful and relevant professional learning available to them. They also promote the importance of lifelong learning to children through their 'growing the learning' approach. Staff identify their own professional goals, including additional qualifications, and next steps as part of their professional review process. Staff actively look inwards to their colleagues and outwards to other schools to improve their own practice. Teachers engage with research and professional reading to improve pedagogy. This is shared through highly effective conversations with staff in school and beyond to continually improve approaches to learning and teaching. Senior leaders enable staff to engage in high-quality professional dialogue,

learning and self-evaluation. They have created very effectively the conditions for teachers to engage in professional enquiry through a plan, do, study, act model to support innovation and creativity in their classrooms. Children clearly benefit from the array of high-quality professional learning and development undertaken by staff. For example, staff successfully implemented a 'Skills Academy' to develop children's meta-skills across the four capacities.

■ The work of the school is informing the wider system at cluster and local authority level well. The headteacher supports colleagues in the cluster very effectively. Her approaches to school improvement are shared with colleagues in other schools to directly support delivery of improved outcomes for learners across the local authority and beyond. Staff who have undertaken professional enquiry in, for example, play, meta-skills and adaptive teaching approaches have shared their learning with other schools in the local authority in order to secure improvements for children beyond their own setting.

2.3 Learning, teaching and assessment	very 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

- Positive, trusting, and respectful relationships and an ethos of mutual respect underpin children's high-quality learning experiences. Almost all children are highly engaged in their learning and motivated to do their very best in classes. They are enthusiastic, eager to learn and settle quickly to learning activities. Almost all children enjoy learning at school. Children work together very successfully in small groups and pairs and engage well when undertaking individual work across curricular areas.

- In all classes, children learn well in calm, purposeful and well-resourced learning environments. In almost all classes, teachers provide learning activities which are well-matched to children's individual needs and interests. In almost all lessons, teachers provide very clear instructions and explanations. As a result, children understand the activities they undertake, and the skills they are developing. Almost all teachers use questioning very effectively to check for understanding, consolidate learning and build curiosity in children as learners. This effective use of questioning is encouraging and developing higher order thinking skills in children across the school.

- Teachers support and motivate children effectively to make decisions about what and how they will learn. Almost all children recognise that teachers ask them about things they want to learn in school. As a result, children know that their voices are heard when planning learning. For example, when learning across different areas of the curriculum, children regularly lead their own learning as their ideas and curiosity in the subject areas develop. This collaborative approach enables teachers to link learning across curriculum areas and ensure learning is relevant and enjoyable for children. Together, senior leaders and staff should continue to collaborate to develop further approaches to children leading learning, including encouraging teachers to share good practice in this area.

- In all lessons, teachers share well the purpose of learning and what children need to do to be successful. Children have increasing opportunities to co-create success criteria as a natural part of the learning. This supports children to set targets for themselves and achieve success in lessons. Additionally, this ensures that children are clear about what they are learning and supports them, during plenary sessions, to talk about what they have learned. Most teachers skilfully adapt lessons as they progress to ensure that the pace of learning is brisk, sustaining the interest and engagement of children. Teachers should consider how best to ensure appropriate challenge for all children.

- Teachers at all stages successfully encourage and support children to identify the skills they are developing. They use skills-based language well to discuss what and how children are learning. The development of meta skills from P1 to P7 is successfully supporting the learning of all children. This approach is helping children identify and describe their learning well and apply their knowledge of skills in a variety of contexts throughout the school day.

- New initiatives such as a 'Flex Friday', 'Skills Academy' and 'Chatter Time' give children opportunities to put their skills into action. Through these opportunities, children also contribute to developing the curriculum and the wider life of the school. 'Smart Start' and skills focussed work provide children with time and space at the start of their day to focus independently on improving and consolidating their learning and act on self, peer, and teacher feedback. These sessions help children be ready to learn.

- Practitioners in the nursery worked very well with the P1 team to develop a flexible and purposeful environment for learning in P1. This provides children with many opportunities to be creative and curious in their learning.

- Children and teachers at all stages use a range of digital resources very effectively. This includes interactive whiteboards, computers and tablets, which enhance learning and teaching in all classes. Children use digital technology in highly effective ways in classes to access learning tasks, carry out research and display their learning. Staff and children use online platforms effectively to celebrate success in learning, post home learning tasks and receive feedback. This supports children's learning at home and increases parental awareness of learning activities.

- The 'St. Ninians teacher toolkit' outlines the frequency and type of assessment activity required each term. The toolkit supports teachers to use a variety of assessment methods to measure children's progress in learning and record assessments effectively in a variety of ways. This includes, for example, the use of single word spelling tests, diagnostic and holistic assessments. Children discuss their assessments with teachers and use the feedback to consider their next steps in learning. Self- and peer-assessment is a key feature of day-to-day work across the school. These activities help children evaluate their own learning and be confident in their ability to comment respectfully on the work of others.

- Teachers plan systematically for learning at the start of the session and throughout the year. Staff are responsive to the needs, interests and ideas of children as the year progresses. Planning with stage and Curriculum for Excellence (CfE) level partners further informs teacher planning to ensure breadth of learning.

- Teachers identify effectively the specific needs of children through a range of assessments and adapt their practices, tasks and activities well to respond to these needs. Children benefit from regular conversations with their teachers about their learning. Pupil support workers are deployed effectively to support children. Teachers track and monitor all children's progress through regular 'Excellence and Equity' meetings with senior leaders and support staff. These discussions help ensure that all adults working with children, plan collaboratively for children's learning.

- Teachers routinely take part in a range of moderation activities in-school and across the cluster to ensure that their professional judgement of a level is robust and reliable. Teachers value highly the time given to these activities and recognise the strength in this approach. This is largely based on literacy and numeracy assessments. Teachers are at the early stages on extending this approach across other curricular areas.

2.2 Curriculum: Learning pathways

■ Children experience a curriculum that offers personalisation and choice, coherence, and relevance, based on local authority progression frameworks. The curriculum promotes a culture of ambition across the school. It supports children to do their best and strive for success. All staff take very good account of the local and national context.

■ Staff prioritised literacy, numeracy and health and wellbeing post COVID-19. They also ensured that children continued to experience a broad curriculum through opportunities to learn across curricular areas. Senior leaders should continue to make sure children experience increased depth, across their learning.

■ Staff regularly carry out audits to ensure that classrooms, corridors, and public spaces provide a literacy and numeracy rich environment for children. This offers children frequent opportunities to deepen their learning and to recognise the range of environments in which they learn.

■ Arrangements around transitions at all stages are strong. P1 children visit the nursery regularly to play, learn and make friends with their nursery peers. This helps children settle quickly into their new environment as they move from nursery to P1. Teachers have well-planned transition procedures at each stage in the school and good relationships with their associated secondary school. This helps all children settle in well to their new context for learning.

■ Children enjoy progressive outdoor learning opportunities and contribute well to planning lessons in the natural environment. Partners work with children and deliver professional learning to staff on how to use the attractive outdoor spaces to inspire learning and spark creativity in children. This has created excitement about learning outdoors and is a feature of learning that both staff and children plan to extend further.

■ All staff help develop children's health and wellbeing through the skills-based curriculum and demonstrate a deep commitment to getting it right for every child. Staff use well-planned health and wellbeing pathways to ensure there is appropriate breadth of CfE experiences and outcomes across year groups and levels. As a result, children's experiences are broad, progressive, and meaningful.

■ Children have the opportunity to learn Spanish and French, and more recently British Sign Language. Staff use learning pathways to build children's language skills progressively. Children demonstrate their language skills daily in a variety of contexts. Children across the school use new languages confidently and are keen to practise when opportunities arise.

2.7 Partnerships: Impact on learners – parental engagement

- Parents are an integral part of the school. Staff recognise and value the important role they have in the life and work of the school. Staff communicate very effectively with parents through for example, social media platforms and newsletters. Parents appreciate these regular updates as it provides opportunities to discuss their child's learning more frequently.

- The headteacher consults parents regularly on key areas of school improvement. Parents provide suggestions and feedback, across a range of areas, which inform future development work. The Parent Council has developed effective links with universities to support science, technology, engineering and maths and career education. As a result, children have increasing access to an extended range of opportunities to develop their skills for learning, life, and work.

- Very well attended and positive parental engagement and family learning sessions are held throughout the year. Staff, children, and partners lead a variety of sessions including internet safety, anxiety management and family fitness fun. Parents participate eagerly in 'Ninian's Natters' sessions each term. All these events provide very good opportunities for parents to learn about how to support their child's academic, physical and emotional development. They also provide welcome informal opportunities for parents to meet and talk with staff about any issues or topics of interest.

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	excellent

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

■ The wellbeing of all children is the foundation on which this strong learning community is built. Love, care, compassion and kindness lie at the very heart of the St. Ninian's approach and underpin children's success in this faith-based environment. This is clear in interactions between children and staff and between children and their peers. The learning community has a shared understanding of the importance of wellbeing and the dignity and worth of every individual and their families. A strong rights-based approach across the school also supports children to have a strong sense of wellbeing, attain and achieve very well and feel valued and respected. As a result, the approaches to wellbeing, and to improving health and wellbeing of children, are being shared with colleagues across the local authority to impact on outcomes for children more widely.

■ All children feel safe, cared for, listened to, and respected by their school community. Children speak confidently about actions they can take to promote their own wellbeing and the wellbeing of others. Children understand what it means to be kind and compassionate to others ensuring everyone feels welcome and looked after in their school. There is a strong sense of a community focussed on love and appreciation of the uniqueness of every individual.

■ Relationships across the school community are strong, trusting and supportive. They are founded on a climate of heartfelt mutual respect within a strong sense of community, shared values and high expectations. Children were key stakeholders in the recent review of the school relationships charter. This ensures they truly understand and enact the charter. This charter reflects the fundamental focus on wellbeing of all children and enables all staff and partners to take a consistent approach to working with children.

■ The wellbeing indicators are the 'golden thread' through children's entire experience in St Ninian's Primary School. Staff promote wellbeing very successfully through the monthly focus on different wellbeing indicators, and their daily interactions with children. Children are encouraged and supported to explore each indicator in class and confidently identify how they demonstrate them in their lives. As a result, children have a very secure understanding of the wellbeing indicators and articulate very well the relevance and importance of the indicators to their day to day lives. Children are developing well the four capacities through the lens of wellbeing in every learning experience across the school.

■ Children regularly assess their own wellbeing using appropriate tools such as wellbeing webs or other visual representations. These tools also support children to self-refer for support as required. Data generated from these assessments is tracked and monitored appropriately to enable staff to intervene if required, and support children timeously. Interventions include individual conversations with staff and specific strategies to support the mental and emotional wellbeing of children.

- The whole school focus to supporting children through the trusted adult approach is working very well for children. Children self-select their trusted adult and access this person as often as they feel the need for support. This helps children feel safe and secure in school. Children are confident about the help and support they receive from others across the school community. Other important interventions which support the emotional wellbeing of children well include, for example, a chill out zone designed by children, input from health and wellbeing champions and learning about self-regulation.

- All staff have a very good knowledge, and clear understanding of statutory duties relating to additional support needs. They carry out their roles and responsibilities very effectively which leads to children experiencing very inclusive practice. Staff have a good understanding of, and have given careful consideration to providing appropriate, flexible, learning environments both inside and outdoors for children. Relevant professional learning for all staff has resulted in welcoming, nurturing approaches across all areas of the school. This exemplifies their understanding of the presumption of mainstream environments for children. This results in all children feeling included, engaged and proud of their school and their learning.

- Staff support children who require additional support very effectively through relevant, detailed and well-considered planning documents. This includes learning plans, individualised education plans, pupil passports and child's plans. Staff regularly review children's plans and ensure they contain appropriate short and long-term targets, informed by the views of the child and their parent. Staff, across the local authority, recognise the well-considered and robust approaches to planning for children with additional support needs. Together with the effective use of interventions and successful partnership working, these approaches have been replicated in other settings.

- The support for learning team maintain a comprehensive, systematic and robust overview of all universal and targeted supports to ensure an effective continuum of support for children, from nursery to P7. This includes, for example, digital accessibility tools, daily check-ins with trusted adults or bespoke support for children with dyslexia. Where required, staff identify specific interventions and commendably implement them with fidelity which improves the success for children.

- Staff work very well with partners to provide understanding of, and support for, a wide range of identified barriers to learning. This helps children 'be present, participate, be supported and achieve' well in their learning. Commendably, staff supported by partners, recently hosted a coffee morning for parents of children with a specific additional support need. This led to an increased understanding for parents, as well as providing mutual support. Senior leaders have plans to extend this innovative and creative approach to supporting children and their families.

- Children from a wide and diverse range of backgrounds and life experiences are welcomed into the St Ninian's family in a variety of ways, depending on their wishes and needs. All children are encouraged to recognise that 'no matter the language of the spoken word, we all smile in the same language'. A range of cultures and languages are celebrated through for example, children learning about flowers of peace and unity. Children created pictures using the thistle and sunflower to represent Scotland and Ukraine. Children also planned their learning around the Indian festival of Diwali before having a feast and learning about different Indian foods. Together these, and other opportunities, are resulting in children who demonstrate a strong appreciation of the importance of equality and fairness, and who feel very well supported to do their best.

- Children's rights are lived, valued and understood across the school. Children have a well-developed understanding of their rights, and those of others. Staff work well together to ensure that the rights of each child are respected. A number of rich and varied opportunities

help children voice their opinions and feel involved in decisions affecting their lives in school. Children are confident that they are listened to and that their suggestions for school improvement are treated fairly. This leads to a respectful, supportive environment in which all children feel valued and included.

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

■ Senior leaders and staff developed a very clear, succinct and robust strategy for 'Excellence and Equity' with the development of strong positive relationships firmly at its heart. Teachers have a very good understanding of CfE levels and children's progress across and within CfE levels. As a result, their professional judgements of achievement of a level are robust and reliable. Together with a continued and relentless focus on high-quality learning and teaching experiences, staff are raising attainment for almost all children.

Attainment in literacy and numeracy
■ Almost all children attained expected CfE levels in listening and talking, and most attained expected CfE levels in reading and writing in 2021/22. Almost all children at P1 and most children at P4 and P7 attained expected CfE levels in numeracy in 2021/22. In almost all measures, children's attainment is above the average of comparator schools and the West Lothian average.

Attainment in literacy and English
■ Attainment in literacy and English is very good. Most children make good progress in reading and very good progress in writing and listening and talking.

■ Children access a central library to select books for personal reading. The good range of books includes some which promote and increase children's knowledge and understanding of diversity. Children's frequent access to this resource is supporting them develop their literacy skills.

Reading
■ Children at early level enjoy exploring and choosing stories and other texts to read. They listen attentively and share their likes and dislikes. Children at first level answer literal questions about texts well and inferential questions with increasing confidence, using a range of context clues. They would benefit from further opportunities to access a wide range of texts to develop their research and note-taking skills. At second level, children discuss and comment about features of text such as author's choice of vocabulary, sentence structure and punctuation. A minority would benefit from further opportunities to answer a range of inferential and evaluative questions.

Writing
■ Children at early level use their knowledge of phonics to write simple words. They use a capital letter and a full stop in a sentence. At first level, the majority of children are developing well their ability to use an increasing range of vocabulary, sentence length and punctuation. They require further opportunities to develop their knowledge of grammar and apply this to their writing. At second level, children write for different purposes across a range of genres. They organise their writing well and separate ideas using paragraphs. They would benefit from

continued opportunities to improve their knowledge of literary techniques, gained through reading, and include these in their writing to engage the reader more.

Listening and talking

- At early level children follow directions and share their experiences and opinions. When talking in small groups a few children need encouragement to listen actively to their peers. At first level children take turns and contribute to discussions appropriately. A minority require more opportunities to talk in front of others to develop their confidence to share ideas and opinions. Children at second level are very articulate and talk with confidence and expression. They identify the difference between fact and opinion with a suitable explanation. A few would benefit from further experience to build on the contributions of others, for example, by clarifying points and supporting the ideas and opinions of others.

Numeracy and mathematics

- Overall, attainment in numeracy and mathematics is very good. Most children make good progress in numeracy and mathematics.

Number, money and measure

- Most children at early level work confidently with numbers to 20 and recognise daily routines well. Most children at first level round whole numbers to the nearest 10 and competently solve two step problems. Almost all children explain the role of the numerator and denominator accurately. At this level, children are less confident in using their knowledge of everyday objects to provide reasonable estimates of length and height. Children at second level round decimal fractions to the nearest whole number to two decimal places. Most confidently, and enthusiastically, solve simple algebraic problems, but are less sure about carrying out money calculations and working within a budget.

Shape, position and movement

- Almost all children at early level understand and correctly use positional language including on, under, in front, behind and in between. At first level children plot and use two-figure grid references to create interesting pictures. Most create symmetrical pictures with more than one line of symmetry. They are less sure when using mathematical language to identify a range of simple two-dimensional shapes and three-dimensional objects. Most children, at second level, describe two-dimensional shapes and three-dimensional objects using specific vocabulary. At second level children are not confident when describing and classifying a range of angles.

Information handling

- At early level, children sort objects of different shapes, sizes and colours in different ways. At first level, children select different ways to gather data and display their findings in bar graphs. At second level, children ask and answer questions on, for example, favourite cartoons, and display their findings using tally marks, pie charts and bar graphs. Across the school children need more opportunities to develop skills in information handling including through using digital technology.

Attainment over time

- Rigorous tracking and monitoring processes and robust self-evaluation activities enable teachers to track and monitor the progress and attainment of individuals and groups of children effectively. These processes enable teachers to identify gaps effectively and plan responsive interventions for identified children, groups and cohorts. Robust attainment data, and effective moderation processes, demonstrate most children are maintaining high standards of attainment. A few children, at each stage, exceed national expectations. Most children make very good progress from prior levels of attainment.

- Staff have regular opportunities to reflect on children's wellbeing, progress, and previous and current attainment through well-structured, 'Excellence and Equity' meetings. These meetings enable key staff to review and adapt any supports and interventions required to help children attain well. This includes providing additional challenge as appropriate.

- Teachers are at the early stages of developing effective tracking systems across other curricular areas including physical education, religious education and science.

Overall quality of learner's achievements

- Every child is involved, as part of a committee, in an area of school improvement. This ensures that all children feel involved and included in the life and work of the school and that their views are represented in decisions that affect them. As a result, children are developing their understanding of citizenship very well and about how decisions are made in a democracy.

- Most children regularly take part in wider achievements which help develop their skills and experiences. These include opportunities during and after the school day such as young engineers, multi-sports, art and yoga clubs. Children are encouraged to try activities they are less familiar with. A majority of children take part in the Junior Duke Award scheme. Almost half of those were accredited with the award. This helps develop their 'can-do' attitude. The majority of children who live in areas of deprivation, regularly take part in wider achievement activities. This helps develop their confidence, teamwork and leadership skills.

- Children's wide and varied successes and achievements are celebrated regularly in a variety of ways, depending on the views of the child. This includes, for example, through golden visits by senior leaders to classes, recognition boards and individual, quiet praise. Children are encouraged and enabled to use digital platforms to share these celebrations and achievements with their parents and the wider community.

- Staff developed a comprehensive, bespoke system to track the wide and diverse range of children's achievements well. This helps staff identify quickly children who may be at risk of missing out of valuable opportunities to develop skills and broaden their experiences. Staff discretely plan appropriate interventions and experiences for those children. As planned, senior leaders should continue to develop the tracking system to include the skills that children are developing through these experiences.

Equity for all learners

- PEF is used effectively to support a wide range of opportunities for children. This includes additional teaching and support staff who have helped rebuild children's confidence in learning and participation post COVID-19 mitigations. Senior leaders contribute PEF towards the resourcing of a pedagogy officer who supports staff across the cluster of schools well to develop their approaches to learning and teaching. All stakeholders are consulted on, and influence, decisions regarding the spending of this fund. Children benefit from additional out of school excursions supported, as required, by the PEF and local charities.

- Most children living in areas of deprivation, or with additional support needs, are on track to attain expected CfE levels in literacy and numeracy. Those not on track are known to staff and supported well to make progress in their learning.

Other relevant evidence

The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined sample documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. Areas for development have been agreed with the school meals provider.

Practice worth sharing more widely.

Senior leaders have ensured that rigorous self-evaluation is a responsibility of all stakeholders. They have created an empowered and enabling environment strongly influenced by children's voice. Children are involved fully in self-evaluation and school improvement activities. Senior leaders recognise clearly the role of partnership approaches to self-evaluation and continuous improvement. Extensive tracking and monitoring processes across the school enable staff to track progress and intervene effectively. Children with an identified additional support needs are supported very well with relevant, detailed and well-considered planning documents. Strong leadership and robust analysis of a wide range of intelligence and data is leading to improvement in outcomes for children.

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.