

# Summarised inspection findings

**Twechar Primary School**

East Dunbartonshire Council

28 January 2025

## Key contextual information

Twechar Primary School is a non-denominational primary school serving the village of Twechar in East Dunbartonshire. The current school roll is 85 children across five classes. Almost all children reside in Scottish Index of Multiple Deprivation (SIMD) data zone four. Eighty-four percent of children in P1 to P7 are registered for free school meals. In November 2024, the school reported that more than one half of children on the roll have a recorded additional support need. The acting headteacher took up post in August 2023 and is supported by an acting deputy headteacher and acting principal teacher.

### 1.3 Leadership of change

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 acting headteacher has high expectations and a strong focus on achieving positive outcomes for the school community. This is based on a deep understanding of the context of the school. The acting headteacher's aspirations for the school are shared and well supported by senior leaders and the staff team. The school community value and speak positively about the changes that have taken place since the acting headteacher took up post. As a result, most parents feel that the school is led and managed well.
- Senior leaders and staff have developed successfully a positive and caring ethos which permeates all aspects of school life. Senior leaders and the school community worked together to develop a clear, shared vision and an agreed set of values. All staff work well to ensure that the school's vision, 'to enable everyone to grow and learn at Twechar Primary School', underpins the life and work of the school. Senior leaders and the Parent Council worked together effectively to raise awareness of the school values, 'belonging, respect, fun', including creating painted murals. Teachers refer to the school values when celebrating success and supporting positive behaviour. Children talk positively about how the values are encouraged and developed by all across the school. Children frequently demonstrate the school values and can earn special awards for this, such as a 'headteacher certificate'. As a result of this focused work on ethos and values, children's interactions with each other are increasingly respectful and positive, and behaviour is improving. Senior leaders and staff should develop their plans to link the school's vision, values and aims to the United Nations Convention on the Rights of the Child. This has the potential to support children further to feel empowered, engaged and involved in their education.
- The acting headteacher and staff have developed a school improvement plan which sets out clearly the priorities across the year. Staff use school self-evaluation and attainment data to determine relevant and important next steps. They identify expected outcomes and outline the tasks that need to be undertaken to achieve these. Staff have identified the need to raise attainment and to embed approaches to wellbeing, equity and inclusion. They have defined specific, measurable outcomes and timescales. As a result, all staff have a shared understanding of what needs to be achieved and by when. Senior leaders and staff should

work closely together to plan carefully the time and actions needed to deliver the school's ambitious improvement priorities. Clear, agreed arrangements should be developed further to help to ensure a well-balanced, manageable pace of change.

- Senior leaders support staff well through coaching and other effective approaches to professional review and development. Teaching staff reflect on, and are beginning to refresh, their knowledge and skills around learning, teaching and assessment. They engage well in a range of career-long learning activities which are linked to the national Professional Standards framework. The acting headteacher recognises that future school-wide professional learning should include a further focus on moderation and the use of digital technology to enhance children's learning.
- The school community think highly of opportunities provided by the acting headteacher and staff to involve them further in their children's education. For example, parents attend 'Come Learn' events which provide a helpful insight on aspects of children's learning. Almost all parents are comfortable approaching the school with questions or suggestions and most feel staff consider their views when making decisions. Senior leaders should build on this positive work by ensuring all staff, including support staff, feel empowered to share their views more frequently. Senior leaders need to involve all staff and stakeholders, including parents and partners, more widely in planning for improvement and evaluating the impact of change.
- Almost all staff are beginning to take on leadership roles across the school. These are connected to the school improvement plan. For example, a few staff have taken the lead in developing nurture and children's rights across the school. This collegiate approach is leading to a shared ownership of improvement priorities and sustainable approaches to change.
- Senior leaders have developed a useful calendar of activities which supports staff to evaluate the work of the school. It sets out clearly tasks to be undertaken each term. These include sharing practice with teachers in classes, engaging with How Good Is Our School? 4 national guidance and reviewing children's work. Children are now ready to play a greater role in the school's self-evaluation and improvement work. Senior leaders should develop meaningful ways to involve children in helping staff identify what is going well and what could be better.
- Children engage in a range of leadership roles within classes and across the school. They take on responsibilities in the life and work of the school as buddies, school librarians or committee members. This is helping children recognise the impact of their work and the contribution they make to improving their school community. As planned, senior leaders should continue to engage children in shaping and designing a school-wide charter. This will help children to further understand their rights, their role as leaders and help them to understand better how they can contribute positively to the life and work of the school.
- Staff have a very good understanding of the school's social and economic context. The headteacher has used Pupil Equity Funding (PEF) appropriately to target support for individuals and groups of children who face barriers to their learning. Funding is used for additional staffing to help to support children's wellbeing needs and their readiness for learning. The acting headteacher should develop ways to engage with staff, parents and children about the future use and impact of PEF. This will allow the school community to share their thoughts and ideas on how funding could be best spent.

## 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

- All staff create a welcoming environment where most children feel safe, happy and encouraged to engage well in their learning. The school values are known and understood by all children. Staff promote positive and respectful relationships through their caring and nurturing approach. Relationships between children and staff reflect the school values. This has resulted in a majority of children being more engaged and ready for learning.
- Senior leaders, staff and children are at the early stages of developing a rights-based approach across the school. The children's rights committee are encouraging the school community to use language linked to children's rights in the daily life of the school. For example, staff and children are now referring to their class charter during lessons. As a result, almost all children feel that staff help them to understand and respect other people.
- Teachers organise learning environments very well and have established effective routines to support children at times of transitions, such as before and after break times. Staff use classroom displays well to reinforce and consolidate learning. All teachers ensure classrooms have features that help to provide a nurturing environment. For example, staff have created calm spaces and displays that help children to listen well, and to check-in with their emotions. These features are helping most children to feel ready to learn and to remain engaged in tasks and activities for extended periods.
- All teachers have worked collegiately to create a shared standard of expectations for a good quality lesson in literacy. This is beginning to have a positive impact on children's literacy learning. In the majority of lessons, learning is engaging, relevant, and appropriately matched to the needs of most children. The majority of children work well independently or in pairs, however a few struggle with resilience, often giving up quickly, seeking adult support and reassurance. Teachers now need to provide learning activities that are carefully tailored to support the needs of every learner. They should ensure there is a more appropriate brisk pace in lessons and plan activities that are at the right level of difficulty for children.
- Most teachers share with children the purpose of learning and explain how they can be successful. Children should now be more involved in discussing and agreeing what successful learning looks like. Teachers should more clearly explain the knowledge and skills that children require to achieve success. The majority of teachers provide effective verbal feedback during lessons, and helpful written feedback on children's literacy work. As a result, in these lessons children have a greater understanding of how well they have achieved a set literacy task. Building on this, senior leaders should work with teachers to develop a consistent and effective approach to the use of verbal and written feedback across the curriculum. Teachers need to provide regular opportunities for children to self and peer assess their learning. This has the potential to help children to better understand their progress and next steps in learning.

- Most teachers use questioning well to check children's understanding. A few teachers use questioning effectively to challenge and extend children's thinking, encouraging them to explain their answers with evidence. Senior leaders should develop ways for teachers to share this good practice. In a few lessons, teachers use formative assessment strategies well to assess children's understanding and progress in their learning. Teachers now need to develop consistent approaches to the use of formative assessment across the school.
- Staff at the early stages are adopting a successful play-based approach to learning. They encourage children to help select resources and activities and are responsive to their ideas. Staff audit and use this information well to improve the learning environment. They create stimulating learning activities enriched by natural materials. Staff should continue to engage with evidence-based research on play, including national guidance, to develop their practice further.
- Senior leaders and staff use school and standardised assessments well in literacy and numeracy to check how well children are progressing. Staff now need to use assessment data to better plan next steps in children's learning to effectively meets the needs of all children. Teachers are beginning to engage in moderation activities within literacy and numeracy through peer observations, visits to local schools and jointly discussing standards of children's work. This is helping to support more accurate teacher professional judgments of a Curriculum for Excellence (CfE) level. The acting headteacher should ensure that staff engage in robust moderation activities to develop shared expectations and standards across stages and across the curriculum.
- Senior leaders have introduced clear, school-wide planning guidance. Teachers now benefit from having well-defined expectations for short, medium, and long-term planning. This is helping teachers to plan lessons which progressively build and extend children's learning. This is beginning to lead to improved outcomes for children. Senior leaders and class teachers have reviewed and adapted class timetables. There is now an improved balance and structure across curriculum areas.
- Teachers meet with the senior leadership team twice a term to track and monitor children's progress in literacy and numeracy. Senior leaders and staff engage in professional dialogue in these planning and tracking meetings. This is beginning to help teachers use assessment data more effectively to identify appropriate next steps in children's learning. Senior leaders are beginning to track cohorts of children who require targeted support with their learning. This includes children who are impacted negatively by personal and socio-economic circumstances. Senior leaders and staff should now use this information to plan interventions for these children and ensure this information is used by class teachers to meet the learning needs of all children.

## 2.2 Curriculum: Learning pathways

- Staff use recently developed progression pathways for literacy, numeracy and health and wellbeing. These pathways support teachers to plan learning and teaching which builds on what children already know. Senior leaders and staff now need to ensure they develop and use progressive learning pathways for all curricular areas.
- Staff link learning well to children's local context and community. This includes learning about things particularly relevant to their local area, such as how the Romans and Victorians shaped the environment. For example, children visit the Antonine wall built by Romans and researched how their school, the local railway and canal were built during the Victorian period. Teachers consult children when planning contexts for learning. Children identify what they know and what they want to learn.
- All children receive their full entitlement to two hours high-quality physical education each week. Staff also provide further opportunities for physical activity through clubs and partnership work. This includes football, netball and dance. Children are developing their skills well across the range of experiences and sports provided.
- Across the school, staff have established highly effective working relationships with a range of partners. These partners make valuable contributions to children's wider achievements. For example, there are effective partnerships in place to help provide quality outdoor education. This is supporting children to have a stronger understanding of their local community, develop critical thinking skills and positive attitudes to conserving the environment.
- A few children have opportunities to work with music specialists. This includes learning violin and vocal coaching. This is developing children's music skills and love of music.
- Children visit the school library regularly and borrow books for reading for enjoyment. A visiting librarian supports children to take on leadership roles within the library. 'Reading Leaders' ensure that the library is kept tidy, and books are returned correctly. The visiting librarian also provides books related to children's current learning in their classrooms. Children can borrow books and take them home to read and enjoy. Staff organise a range of author visits which helps bring stories to life. This provides children with opportunities to develop further their reading skills and a love of reading.
- Staff plan for children to learn French from P1 to P7 and Spanish from P5 to P7. Senior leaders recognise the need to ensure this is taught consistently and children experience their full entitlement to the 1 plus 2 modern language approach.
- Across the school, teachers recognise the importance of linking learning to the world of work. For example, staff and children have worked with a construction company to provide science, technology, engineering and mathematics learning activities for children. This is enhancing the curriculum and providing children with opportunities to develop skills for learning, life, and work.



## 2.7 Partnerships: Impact on learners – parental engagement

- School staff have developed very good relationships with parents. Most families actively engage and participate regularly in a wide range of school events and activities. These include 'meet the teacher' events, 'come learn with me' sessions, poetry assemblies, family fun days and school shows.
- Parents appreciate updates relating to the school provided by senior leaders. Monthly newsletters outline the key learning topics for the term and key dates for the diary. Most parents feel they receive helpful feedback about how their child is progressing.
- Senior leaders and the Parent Council discussed the school improvement priorities for the current school year around literacy and numeracy. The Parent Council and wider parent group take an active role in leading and organising a range of events within the school that aim to build a stronger school community. For example, the Parent Council organised a Spring fair and a family fun day. These approaches are helping to involve parents more in their children's education, improve standards through increasingly meaningful consultation and empower parents.
- The Parent Council is very supportive of the school. They work well with the wider parent body, encouraging them to become involved. They have organised a number of events to raise funds for the school, such as a sponsored walk and quiz night. School staff have used monies raised to pay for transport for summer trips and gifts for P7 leavers.

## 2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.



### 3.1 Ensuring wellbeing, equality and inclusion

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

- The acting headteacher has fostered a strong nurturing ethos where almost all children and staff feel valued and respected. Staff, parents, partners, and the wider school community speak highly of the headteacher's commitment to building and maintaining positive relationships across the school community. All staff work together well to create a safe, nurturing, and inclusive environment. Wellbeing is at the heart of everything the school does, serving as a key driver in improving outcomes for children. All staff have developed deep, caring relationships with children and their families. These positive connections help most children feel safe, secure, and supported in their learning.
- Senior leaders celebrate children's achievements and promote the work of the pupil committees during assemblies. Across the year, children develop essential skills at assemblies in areas such as online safety, road safety, and caring for the environment. This is supporting most children to feel increasingly safe in the school environment. Senior leaders should continue to develop children's understanding of how to keep safe in a range of real-life contexts. This should help increase children's self-confidence, sense of wellbeing and understanding of key life skills.
- All staff engage in ongoing professional development focused on wellbeing, such as nurture approaches and learning environments. They now have increased confidence in promoting positive behaviour and enhancing children's readiness to learn. Teaching staff have audited classroom environments and agreed consistent universal nurture approaches. Almost all children are beginning to develop a deeper understanding of the wellbeing indicators. Most children know how to improve their physical health and recognise the important links with healthy eating.
- Nurture staff have supported teachers to provide a greater range of universal supports and interventions within the classroom. These changes are helping children who can become emotionally dysregulated to continue to learn in their classroom with their peers. Almost all staff have received training to support children to better understand and regulate their emotions. This is resulting in positive outcomes for children, which is evident through them engaging more in their learning. There has also been a significant decrease in the number of seriously disruptive incidents that are recorded. All children complete an emotional check-in every day and staff follow up promptly on any concerns raised. This is helping to ensure that children receive the required support to help them to be ready to learn. Senior leaders use alternative timetables to support children to access differing learning spaces when needed. Senior leaders should continue to review these timetables to ensure that all children have access to their full entitlement to learning.

- Senior leaders collaborated with staff to agree a new policy for supporting children who have barriers to their learning. Senior leaders and nurture staff meet regularly with children, parents and partners through 'Team around the Child' (TAC) meetings. This helps ensure that appropriate support for individual children is agreed and implemented in a planned way. As a result, more children are able to spend increasing amounts of time in their main class, focused on learning. Staff support is helping children to be more confident explaining how they feel and talk about the strategies or resources that help them to learn. This supports children to confidently express their views and have a greater voice in decision making at meetings.
- Almost all staff understand fully their statutory duties in how they protect children and meet children's needs. Staff work closely with parents and partners to create personalised plans for children who require additional support with their learning. Within these plans, staff also outline clear wellbeing strategies. This approach is helping individual children to regulate their behaviour and thrive. As planned, senior leaders should support teachers to create targets for identified children's learning that capture smaller steps of improvement and celebrate success. These targets should also include more detail about how children will be supported to progress in their literacy and numeracy.
- Most children demonstrate respect, consideration and empathy in their interactions with each other. A few children feel that not all children treat them with respect. Senior leaders and teachers follow the local authority's anti-bullying policy and procedures. The acting headteacher should ensure a greater focus on identifying any patterns and trends in relation to bullying incidents across protected characteristics. This information should be used to plan how staff will ensure that all children feel included, engaged and involved.
- Teachers complete wellbeing profiles linked to the wellbeing indicators for all identified children at the start of each year. Teachers reflect on each child's individual needs, identify barriers to learning, record known emotional triggers and consider strategies for adapting practice. This has supported teachers to have a very good understanding of the strengths and areas of difficulty for individual children. Children are now better supported to engage in their learning and participate in class activities. Effective partnership working is supporting children's wellbeing, equality and inclusion.
- Staff skilfully provide a range of targeted supports for children who require significant additional support with their learning. Children attending the Rainbow Room and Creation Station nurture spaces develop skills for learning, life and work through a range of wider achievement experiences. This has resulted in a reduction in the barriers to participation and achievement, including for those children who benefit from additional support for their learning.
- Staff identified that transitions of all types were unsettling for groups of children. In response, they have introduced wellbeing weeks in order to support children more effectively. This has had a positive impact, and children are now more settled and more able to deal positively with change.
- Children benefit from a range of supportive experiences during their move from nursery to P1 and P7 to S1. Staff have introduced 'August boxes' to support children who would benefit from enhanced transition at the beginning of the school year. Children and staff create these 'August boxes' in the summer term and resources include a favourite book, sensory toys, a personal notebook and pens. This initiative has helped to reduce children's anxieties and distressed behaviours. Children are making use of helpful 'listening tool' visuals created by

staff. This approach has been particularly effective for children when they transition from a smaller support group back to their classroom.

- Children learn about world religions as part of their religious and moral education curriculum. This includes learning about Sikhism, Hinduism and Christianity. This is helping children develop their understanding of the world, their own values and their capacity for moral judgement. Children have a very good understanding of the difficulties and challenges that are faced by children who are neurodivergent. Senior leaders and staff should now develop further children's understanding of equality, diversity and understanding of how they can challenge discrimination.

## 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

- In June 2024, overall, the majority of children at key milestone stages achieved nationally expected CfE levels in literacy and numeracy. Attainment is strongest at early level. There is a need to raise attainment at first and second levels, particularly in writing.
- The majority of children who receive additional support for their learning make appropriate progress against their individual targets for learning. A few children are achieving nationally expected CfE levels.

### Attainment in literacy and English

- Overall, the majority of children make satisfactory progress from prior levels of attainment in literacy and English.

### Listening and talking

- The majority of children working towards early level listen well to their teacher during lessons. This helps them to complete follow up tasks and activities successfully. They need more support to develop their skills in listening for information in spoken texts. The majority of children working toward first level ask and respond to different types of questions to show understanding. They talk about texts they enjoy. They require further practice in taking turns at appropriate times when engaging with peers. The majority of children working towards second level are beginning to interact well and build on the ideas of others in group discussions. They identify the difference between fact and opinion, providing a suitable explanation. They would benefit from talking with larger and more diverse audiences to help build their confidence.

### Reading

- The majority of children working towards early level apply their reading skills to blend sounds to create and read simple words. They recognise patterns in words when listening to, and reading, stories and rhymes. They should be supported to read an increasing range of common words. The majority of children working towards first level select different books for enjoyment, using the author or blurb as a guide. They read with growing confidence and fluency. They require practice in skimming and scanning to find key information within texts. The majority of children working towards second level identify key features of language within a text, including emotive language and use of punctuation. They discuss key features of fiction and non-fiction texts. They need support to develop further their confidence and skills in summarising, predicting, clarifying and questioning across a range of contexts.

### Writing

- The majority of children working towards early level illustrate their own stories and use their drawings well to help express their thoughts and ideas. They require further experience and support to write independently through play and real-life contexts. The majority of children

working towards first level write texts regularly for a range of purposes. They are beginning to use paragraphs to organise their ideas. They should continue to develop their knowledge and skills in using a range of punctuation accurately. The majority of children working towards second level make appropriate choices about the layout of their writing, including headings and bullet points. They organise their ideas in a logical way. Children would benefit from consolidating their skills in using language to influence, inform or persuade the reader. Across the school, children would benefit from more practice to develop their skills in writing extended texts, across a range of different styles.

## **Numeracy and mathematics**

- Overall, the majority of children are making satisfactory progress from prior levels of attainment in numeracy and mathematics.

## **Number, money and measure**

- The majority of children working towards early level order numbers forwards and backwards to 20, and identify missing numbers in a sequence successfully. They require further practice subtracting within 10. The majority of children at first level round whole numbers accurately to the nearest 10 and 100. They show a developing understanding of place value. They need more support to develop their confidence in solving two-step problems. The majority of children working towards second level record time accurately in both 12-hour and 24-hour notation. They use their knowledge of place value and rounding to answer problems accurately. They need support to develop their understanding of the links between fractions, percentages and decimals. Across first and second levels, most learners need to develop further their mental agility skills and practise applying their learning across a range of contexts.

## **Shape, position and movement**

- The majority of children working toward early level identify common two-dimensional shapes and use them to create pictures. They are less confident sorting three-dimensional objects using simple criteria. The majority of children at first level use correct mathematical language to describe three-dimensional objects. They need more practice recognising more than one line of symmetry in a range of pictures and designs. The majority of children working toward second level identify the eight compass points and use language associated with direction accurately. They require further experiences to discuss, describe and classify a range of angles.

## **Information handling**

- The majority of children working toward early level interpret simple charts, including their visual daily timetable. The majority of children working toward first level interpret data from simple bar graphs and charts. The majority of children working towards second level analyse and draw conclusions from a variety of sources, including line graphs and information tables. Children at first and second levels need regular practice applying their information handling skills to real-life contexts. This should include using digital technologies.

## **Attainment over time**

- There has previously been a lack of robust data used to track children's attainment over time. The acting headteacher and staff have introduced an effective tracking and monitoring system. Staff now use this system well to track children's attainment and progress. They are beginning to track individuals, cohorts and specific groups of children, such as those who receive additional support for their learning. Senior leaders and staff now use successfully a greater range of assessment information, including standardised assessment data. They have used this data well to identify the need to address attainment in writing, particularly at first and second levels. Children now write more frequently and use sample texts as a



stimulus. As a result of this work, children are now including more detail in their writing and are beginning to write at a greater length. This work has not yet impacted on overall CfE levels.

- Staff have developed new curriculum pathways and enhanced approaches to planning for literacy and numeracy. This has helped teachers plan activities which build effectively on children's prior learning. Senior leaders and staff have improved approaches to support and enhance children's wellbeing. For example, staff now use emotional check ins with children and establish calm corners within the classroom environment. As a result, children's behaviour has greatly improved, allowing them to engage and concentrate more effectively on tasks and activities. This has increased children's readiness to learn and promoted positive progress in children's learning and achievement.

### **Overall quality of learners' achievements**

- Staff recognise and celebrate children's achievements well through school assemblies, certificates, social media and wall displays. Children are enthusiastic about sharing their achievements through the recently launched 'Golden Gallery' display.
- Children and staff have achieved a silver sportsotland award. All classes support the wider local community well by growing and planting vegetables in the community gardens. Children compete in a range of inter-school competitions and festivals. These achievements are developing children's teamwork, resilience and understanding of what it means to be an effective contributor.
- Children contribute meaningfully to the life of the school and develop a wide range of skills through a variety of leadership opportunities. These include the eco committee, inclusion committee, library reading leaders and sports leaders. Staff are at the early stages of monitoring children's participation and achievement in these experiences. They need to identify any gaps in children's achievements and take action to address these. As planned, staff should also support children to understand and link their achievements, both in and out of school, to the skills they are developing.

### **Equity for all learners**

- Overall, the school's attendance figures are in line with the national average. Senior leaders follow the local authority policy for monitoring attendance and have established clear procedures to track and monitor children's attendance patterns. Senior leaders created a poster to highlight to families the impact of non-attendance. Senior leaders follow up on the attendance of vulnerable children daily. Staff foster positive relationships with families of children who are facing challenges with attending school. This is encouraging greater collaboration which is helping to improve attendance. For a few identified children, senior leaders can evidence that targeted interventions are successfully improving their attendance and reducing lateness. For example, a few children have a personal check in with the acting headteacher each morning to discuss the plan for their day.
- The acting headteacher and staff have an in-depth understanding of the social and economic background of children and families. They have developed a helpful 'cost of the school day' statement and linked this to the rights of the child. This statement provides clear information about how staff work to achieve equity through reducing and removing financial barriers to children's participation in the wider life of the school. Staff are sensitive to the increasing financial pressure on children and their families. They support families' wellbeing with discretion and sensitivity. For example, children and families benefit from access to a free school uniform bank. Staff use funding appropriately to offset the cost of trips and activities to ensure no child misses out.

- Senior leaders and teachers are now monitoring closely the learning progress of individuals and specific groups of children. For example, they check on the progress of children who may require additional support or those who are disadvantaged by poverty. Staff have prioritised the use of PEF to support children's readiness to learn. For example, additional school staff funded by PEF provide well targeted support for individuals and groups of children. This helps them to better engage in their learning. This includes individualised timetables, support through nurture strategies and targeted outdoor learning. As a result of these interventions, most children supported by PEF are more engaged in their learning. Senior leaders and staff do not yet identify specific attainment gaps or measure how effective interventions have been in addressing these. As planned, senior leaders should now target PEF interventions towards narrowing any identified gaps in children's attainment and accelerating their progress in learning. Staff should set clear, measurable outcomes for this work and develop robust ways to measure its impact.



## 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.