

Summarised inspection findings

Meikle Primary School

Perth and Kinross Council

25 March 2025

Key contextual information

Meigle Primary School is a small, rural non-denominational school in the village of Meigle near Blairgowrie in Perth and Kinross. The school comprises of the main building, a well-resourced playground and a second building with an extensive library and dining hall. At the time of inspection, the school roll was 33 children across two multi-composite classes. There are currently no P1 children enrolled at the school. The headteacher is well-established in the school and has been in post for just under six years. The headteacher has a shared headship of another small, rural school within the leadership management group (LMG). She is supported by a full-time principal teacher who is class committed for four days a week. The principal teacher has leadership responsibilities across Meigle Primary School and their sister school. Attendance is consistently above national and local averages. A minority of children are entitled to free school meals. Most children live in Scottish Index of Multiple Deprivation (SIMD) deciles 7 and 8. A quarter of children have an identified additional support need. A few children have English as an additional language (EAL).

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

- There is a strong sense of community and teamwork across the staff team. Led very ably by the headteacher, staff work collaboratively with a shared aim of improving the learning experiences and outcomes for all children. All staff place children at the centre of their practice. They value the individual skills and talents of children and effectively elevate children's voices throughout the school.
- Staff worked with children and the community to develop and embed 'The Meigle Promise'. This incorporates the school's vision and values with a focus on 'knowledge, skills and mindset'. Staff skilfully embed the values in the work and life of the school. This results in children, staff and parents having a shared understanding of 'pride, resilience, opportunities, motivation, independence, safety and effort'. Staff use this very well to create an environment that supports children's wellbeing and achievement. Children and parents speak knowledgeably about how staff's focus on these values has impacted positively on the life of the school. Parents appreciate this shared language and feel children speak articulately about the values, giving examples of their relevance to the school community.
- The headteacher, supported very well by the principal teacher, has created an ethos and culture where staff, children and parents are comfortable identifying areas for improvement. Partners are enthused by staff's solution-focused approach to improving and widening the experiences of children at all stages. The headteacher regularly invites feedback from children, parents and staff through surveys and during in person events such as the weekly 'Stay and Blether'. Parents appreciate the approachable style of staff which makes ongoing and open communication a strength of the school. The headteacher has plans to provide training for

parents to support effective use of the new digital learning platform to support further communication.

- The headteacher promotes leadership at all levels with staff taking a collective responsibility for improving the school. For example, staff had a relentless focus on improving children's readiness to learn, including developing children's independence and resilience when faced with more challenging tasks. Staff used professional toolkits to improve learning environments and set the conditions for children to practise these skills. Children learn in highly positive classrooms and can access resources freely to support their learning. Staff have continued this focus on children understanding more clearly how they can improve as a learner and made very strong progress in this area.
- The headteacher supports staff very well to develop a shared understanding of the school's strengths and areas for improvement using appropriate self-evaluation tools. Staff gather children's, parents' and staff's views systematically. They use data and quality assurance information successfully to inform improvement priorities. The headteacher manages well the pace of change to ensure that improvement priorities are manageable. This includes priorities from the school improvement plan as well as those identified through the LMG. In addition, staff work tirelessly to develop children's experiences in sporting, digital and rights-based activities. They have attained national awards in these areas, recognising the quality of their work.
- Staff's current focus as part of the school improvement plan is to develop the culture of reading, improve children's progress in numeracy and improve the quality of children's writing. As a result of staff's focus on these areas, children's experiences and outcomes in reading and numeracy have improved. For example, children are becoming increasingly skilled at selecting and explaining the strategies they use to solve different calculations. They access and discuss their favourite texts from the school library. However, together, staff now need to review the teaching of writing. Currently children's writing does not always meet national standards. Teachers have carried out small tests of change to improve writing and as a staff team, they now need to agree expected standards and core pedagogy to ensure children experience consistent and progressive learning in this area. The headteacher should use quality assurance activities to monitor more rigorously the impact on agreed approaches to pedagogy in writing. Staff could use baseline data and assessment evidence more regularly to review the impact of small tests of change. Staff can then make informed decisions on core approaches to learning and teaching that make the greatest impact on children's progress and attainment.
- Staff have a very good understanding of the social, economic and cultural context of the school. They recognise the unique context of the school and have developed approaches and experiences to ensure children gain similar experiences to those within a larger context. For example, children experience competition and a wider range of sporting skills through careful planning in partnership with Active Schools. Support staff provide skilled support to children who require it which is improving the wellbeing and progress in learning for individuals. Children experience leadership opportunities at all stages of the school. Children talk confidently about the skills they gain from these opportunities and the contribution they make to improving the school.
- The headteacher shares decisions about the use of Pupil Equity Funding (PEF) with the Parent Council. She should continue to involve parents and children to determine the use of PEF to support any gaps in learning to accelerate progress.

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

- Children and staff work very well together in a climate of respectful relationships. Staff are committed to embedding children's rights, evidenced through class charters, staff and pupil interactions and the positive ethos across the school. The school recently achieved national accreditation for their work in children's rights and will now share their work in this with other schools.
- Staff are highly responsive and support promptly children who require additional support for their wellbeing. They work closely with educational partners to identify strategies to help children settle, behave appropriately and focus on their learning. These strategies are now having a positive impact for a few children who require additional support to manage well transitions and unfamiliar or unexpected social situations. This has resulted in a period of stability for learning in recent months for a few children. Staff have worked with children and parents to develop a comprehensive policy for promoting positive behaviour. All staff praise children regularly throughout the day for their efforts and positive attitudes. Staff take every opportunity to highlight positive behaviours and achievements. As a result, the learning environment in all classes is positive, supportive and nurturing for children.
- Staff have developed well-organised classrooms and learning spaces. Teachers use consistent lesson structures, visual prompts and key terminology to help children talk with increasing confidence about their learning. The principal teacher is a strong role model for others in her practice in this area. Staff use nurturing approaches effectively across the school to create a positive and productive learning environment. Teachers have developed clear expectations of classroom practice and in almost all lessons, most children participate well and are engaged in class and group discussions. Most children work independently, in pairs and in group activities successfully. However, a minority of children do not always settle quickly and quietly to task. This impacts on the pace of their learning and the amount of work completed. As a next step, staff should support children to take greater responsibility for their learning including increasing the expectations of what children can produce during independent tasks.
- In most lessons, teachers ask questions to check for understanding. Staff support all children to have a greater understanding of their progress in lessons. They use very well a 'learning ladder' to promote self-reflection and help children make links to prior learning. Parents talk positively about this tool which also supports children to talk at home about their learning. Staff should now develop further their use of higher order questions to extend children's thinking, encouraging them to explain their answers and their reasons for their choice.
- In almost all lessons teachers' explanations and instructions are clear. They share the purpose of learning effectively and support children to understand how they will be successful. Staff should involve children more fully in agreeing what success could look like. This will help children further develop their understanding of their own progress and support children to take

increasing responsibility for their learning. Children use personal learning folders to track their progress within literacy, numeracy and health and wellbeing. Staff should consider involving children more regularly to reflect on their progress and set personal targets. This should enable children to be clearer on what they need to do to improve in learning.

- Teachers plan learning at the right level of difficulty for most children. In almost all numeracy and literacy lessons, teachers provide high-quality direct teaching to groups which meets very well children's learning needs. In numeracy, teachers also match independent learning activities very well to the children's needs. Teachers should now ensure that learning across the curriculum is consistently planned at the right level of difficulty for all children. This includes increasing the challenge and expectation for a minority of children in independent tasks.
- In most lessons, teachers use verbal feedback effectively to support children to improve their work. Almost all teachers write comments in jotters which children value. However, feedback is not always of a consistently high-quality. Teachers should now ensure written feedback is high-quality to help children understand better what they are doing well and what they need to do to improve. This includes providing time for children to act on teachers' feedback to improve their work.
- Teachers enrich learning through their planned use of digital technologies. All teachers use interactive boards well during class instruction. They could consider using interactive boards more consistently to model and provide examples of work at the correct standard. Teachers use class devices effectively to enhance learning, support children who need help with their learning and to develop digital literacy. Younger children are able to use bar matrix codes to access online learning and confidently program devices through coding. All children use well a range of relevant online games and applications to extend and consolidate their learning. The school has received national accreditation for their work on developing digital literacy.
- Children in the younger class are able to extend their learning through play. Staff ensure indoor spaces are well-planned, creating spaces which promote active learning. Staff have engaged in professional learning to help develop learning environments and are in the early stages of introducing further active learning opportunities in the upper class. Staff should continue to use curricular national guidance to ensure children's learning provides the right level of challenge across the curriculum and multi-composite class settings.
- Staff recently introduced a whole school assessment calendar. This supports well their work on integrating assessment into planned learning. Teachers have developed effective assessments in literacy and numeracy. They plan observations, ongoing assessment and summative assessments. Teachers make use of diagnostic information gained from standardised assessments to understand children's strengths and gaps in learning. This is helping to inform teachers' planning and judgements on children's attainment in literacy and numeracy. By extending assessments across the curriculum, this could enable staff to track children's progress across the curriculum.
- Staff plan collaboratively with each other and stage partners from their sister school. The headteacher should consider how this planning could be supported more regularly. This would enable teachers to share best practice and allow for greater moderation opportunities in learning, teaching and assessment. Teachers, with the headteacher, moderate their judgements about children's achievement of a level during termly tracking and monitoring meetings. Teachers should now engage in further formal moderation activities with each other in school and with colleagues from other schools to continue to develop their understanding of national standards. This will help tracking information to be more reliable and provide evidence of children applying learned skills across the curriculum.

2.2 Curriculum: Learning pathways

- Teachers have developed and use progressive learning pathways to plan for children's learning. They have created a three-year planning calendar to ensure breadth and coverage of all curricular areas. The headteacher and staff should extend this work to ensure they use progression pathways more effectively to ensure all planned experiences consistently build on children's prior learning.
- All children experience two hours of physical education (PE) each week. This includes a block of swimming for older children. Staff use the local community hall and outdoor spaces for PE. There are regular opportunities for children to participate in physical activity with external coaches in sports such as rugby, tennis and cricket. The headteacher should continue to use quality assurance activities to ensure that all PE experiences are of a consistently high quality.
- Across the school children are learning French which builds on prior learning. Teachers use contextual learning experiences effectively to plan for learning in a third language. They plan well to support children to explore a different country, its language and culture in P5 to P7 each year. Staff plan well a Scots language focus annually in January with celebratory events such as Burns night. This provides children with the opportunity to come together to share their learning. For example, children share with visitors their Scots poetry recitations and social dancing skills.
- The school library provides children with opportunities to develop both their reading skills and a love of reading. Children visit both the school and mobile library and borrow books for reading for enjoyment within their classrooms. This is having a positive impact on children's attainment and engagement in reading. Staff support effectively paired reading opportunities. The Community Learning Assistant worked with parents and children to develop further the library. She leads a popular after school club to promote reading across the school. This includes sourcing bilingual texts for children who require them.
- Children learn about other world religions as part of their religious and moral education learning. This includes learning about Buddhism and Judaism. This is helping children develop their understanding of the world as well as their own values.
- Teachers plan a range of learning experiences across a variety of contexts. Staff recognise the importance of outdoor learning with the timetabled use of school grounds and local community spaces. For example, children in the younger years enjoy making bird feeders for the school grounds and use loose parts to re-create different birds they had learned about in the classroom. As planned, staff should continue to develop outdoor learning to ensure a progressive approach across the school.

2.7 Partnerships: Impact on learners – parental engagement

- Staff enjoy highly positive relationships with families and the wider community. As a result, almost all parents feel staff know their child as an individual. Parents benefit from the fortnightly opportunities to stay and play with their children and termly open afternoons. These help them to have a greater understanding of their child's learning and progress. A few parents would appreciate opportunities to engage in events beyond the school day due to other commitments. For parents unable to take part in these events during the day, teachers send samples of children's work home termly. Teachers support dialogue between parents and children through sharing class-based 'learning ladders' and conversation prompt sheets. In addition, parents can see children's work during parent contact sessions. As a result, most parents feel they receive information about their child's progress at the right time and have a greater understanding of how their child's progress is assessed. They appreciate the learning shared termly at home and through social media.
- The Parent Council is very supportive of the school. They regularly fundraise to support the school with resources and events that enhance children's experiences. They are mindful of the cost of the school day and use fundraising to supply hoodies and fund trips such as to the panto. They work closely with the headteacher and school partners such as Active Schools to source grants and enhance children's extra-curricular experiences by volunteering to run events and clubs. Almost all parents are keen to contribute to the work of the Parent Council and feel involved through their communication.

2.1 Safeguarding

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

3.1 Ensuring wellbeing, equality and inclusion

very good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- School leaders and staff work very effectively together to understand the holistic wellbeing of all children. They have very positive relationships and interactions with children and place the wellbeing of all children at the centre of their practice. This results in a calm, supportive and inclusive ethos across the school. Children speak very positively about school staff and how well they are supported. The headteacher and class teachers are highly visible in all areas of the school, including the playground. They value the strong partnerships with parents and as a result, gain a deep knowledge of children's individual needs. Parents recognise the strong teamwork of school staff and appreciate that their views and ideas are valued. This community approach supports children's wellbeing very well, resulting in happy children who feel supported and included.
- Staff have benefited from a wide range of local authority training to understand distressed behaviour and the impact of trauma. They plan carefully approaches to support the most vulnerable learners to help them experience success. As a result, almost all children demonstrate their abilities to manage any anxieties and to self-regulate their behaviours. Staff use the theory of attachment and effective trauma-informed approaches to ensure they have consistent and calm interactions with all children, including those who may become distressed. Children know they have adults they can talk to if they have concerns or if they need help. Children who may require some extra help to regulate their emotions benefit from interventions such as nurture sessions and daily check-ins. This additional support creates a helpful and positive ethos. Children and staff speak about the significant impact these supports have on improving children's emotional wellbeing. Staff monitor the impact of interventions routinely to ensure these are benefiting children. As a result, the social and emotional wellbeing needs of children are met very well through a range of planned interventions and nurture-focused activities. All children now benefit from the calm and purposeful learning environments across the school.
- Children use the wellbeing indicators regularly to evaluate and discuss how they are feeling and what they need to do to improve. They engage positively with Glasgow's Motivation and Wellbeing Profile and appreciate the opportunity to discuss their feelings with staff. As a result, children have a strong understanding of their own wellbeing and what they can do to be safe, active and healthy. Children are increasingly skilled in sharing what events may impact on how they feel and can identify a range of strategies to use if they feel anxious, worried or upset. For example, children can use a worry box where they know staff will offer a 1:1 conversation and provide support to help them overcome any concerns they may have. In addition, staff have introduced strategies and visual supports to help children understand very well the range of feelings they may have. Importantly staff analyse results from regular surveys to identify patterns or trends across the school. This analysis provides staff with a clear rationale for decision making about whole school approaches to wellbeing. Staff also use this information to develop targeted interventions to support children as individuals or within small groups.

- Staff provide a wide range of opportunities for children to access support and celebrate success. This helps children develop the school values of 'pride, resilience and effort'. Children are becoming increasingly skilled at identifying when their peers contribute positively to the life of the school. The introduction of the 'happy headlines' helps to recognise when children contribute further to the positive school ethos. Where children require targeted approaches to support their social and emotional wellbeing, staff provide high-quality and bespoke support through access to a nurture room. Staff use 'scripts' and agreed responses to provide support for children who require help with their communication. This results in consistent and familiar support which helps children very well to gain important skills in communication. Children as a result learn strategies to help them manage more challenging events.
- Staff work well together to review and refresh the health and wellbeing curriculum across the school as required. They select national programmes of work and resources to meet the needs of children. For example, they have recently introduced a resource that supports children to further recognise and talk about their feelings. In addition, children develop the strategies to manage effectively their emotions. Their approach means that children benefit from relevant and engaging lessons and activities across a broad range of health and wellbeing themes. Children discuss confidently factors that contribute to positive wellbeing. They talk articulately about how to be healthy and to stay safe including the responsible use of digital technology and social media. Overall, children have very positive attitudes towards physical activity and fitness through a wide range of activities. They participate enthusiastically in PE, clubs and activities such as cricket and cross country running.
- Staff have a very good understanding of their responsibilities and statutory duties related to wellbeing, equality and inclusion. The school's approaches to child protection, safeguarding and meeting the additional support needs of learners are firmly embedded in legislation and national guidance. Where a few part-time timetables are in place, the headteacher liaises with educational partners, the local authority and parents to monitor and appropriately increase time for children in school. She follows all national and local authority guidance in this area.
- The headteacher tracks any incidents of alleged bullying in line with local authority policy. Children talk positively about how staff support and help them resolve conflict. They recognise others may need extra help to manage different situations and talk articulately about the strategies the school has in place to support everyone to behave well and make good choices. They see the positive impact of the Harmony Hub, natural consequences and strategies such as the 'decider skills' which are having a very positive impact on those that require support with their wellbeing.
- Overall, attendance is above the local authority and national attendance figures. Attendance figures also sit consistently above comparator schools. The headteacher adheres to local authority policy and guidance on attendance and monitors this closely to identify any negative patterns. The headteacher works closely with parents and families, and with partner agencies where appropriate. Where a few children have a pattern of persistent absence, staff work with parents to provide appropriate support which is improving attendance and late-coming.
- Senior leaders and staff use a clear flowchart when deciding what support individual children require. They consider carefully how they can adapt the environment and resources to meet individual children's needs. They benefit from strong partnerships with the educational psychologist who provides welcomed and informed support. Staff work collaboratively with allied health professionals, support for learning teachers and the educational psychologist to provide bespoke support for children. This is helping to ensure that the needs of children who require extra support are met very well. Staff use a very well-established staged approach to provide successful, targeted interventions for children who have an identified need. Staff plan focused interventions and bespoke approaches to meet the needs of the individual child. The

headteacher also links very closely with the local authority to explore pathways and supports that would meet the needs of individuals where appropriate. This is successfully helping all children who require additional support to achieve success.

- The principal teacher has led very effectively staff, children and parents through developing a rights-based approach which is embedded in the school's ethos and approach to change. Children across the school have a very good understanding of equality and diversity. They are proud of, and very supportive of, each other. They celebrate their differences and uniqueness as individuals. Children recognise the needs of others, demonstrate empathy and have the confidence to challenge discrimination should they encounter it. Older children articulate very well the difference between equality and equity and have a strong understanding of how to ensure everyone has the opportunity to thrive. Senior leaders have appropriate plans in place to continue to extend children's understanding of a wider range of protected characteristics.

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

Attainment in literacy and numeracy

- At the time of the inspection, the school roll comprised of small cohorts of children at each stage. There are currently no children at P1. Because of this profile, attainment and progress will be expressed in 'overall' statements, rather than for specific year groups or Curriculum for Excellence (CfE) levels.
- Overall, attainment and progress data presented by the school is accurate. This session, the majority of children are on track to achieve nationally expected levels of attainment in writing and most in reading and listening and talking. Most children are on track to achieve in numeracy and mathematics. Children with barriers to their learning make good progress against their individual targets. A few children with additional support needs have made accelerated progress this session.

Attainment in literacy and English

- Most children are making good progress in reading and listening and talking. The majority of children are making satisfactory progress in writing. Children's progress in writing slows at second level. Staff now need to agree consistent approaches to the teaching of writing to ensure that learning for children is progressive and sufficiently challenging.

Listening and talking

- Across the school, children listen well to adults and their peers. They engage very well in group and class discussions. Children are articulate and share confidently their ideas, thoughts and opinions. They present their ideas using their voice and eye contact effectively to engage an audience. Children contribute enthusiastically in discussion about their school, their interests, their achievements and their learning. Children are not as confident discussing the skills they require when presenting in different contexts.

Reading

- As children progress through the school, they become fluent readers who read aloud with expression. Most children have a love of reading and make personal choices about what they like to read. They benefit from a well-stocked school library area and access a wide range of reading materials. Children discuss their favourite genres and explain their choices. They are not always able to identify the strategies they could use when reading unfamiliar vocabulary and phrases. A focus on this would help children gain a greater understanding of texts read.

Writing

- Staff have identified correctly raising attainment in writing as a key area of school improvement. As children progress, they improve the technical skills required to write different texts including their punctuation and use of vocabulary. Younger children include interesting vocabulary to engage the reader and add detail to their texts. Older children understand how to

use phrases and adverbs to enhance their writing. At second level, children do not currently write extended texts using the features of different genres. Across the school, children require more practise to write regularly and for a range of purposes and audiences. This would support them to make better progress when writing at length in a range of contexts.

Numeracy and mathematics

- Overall, most children make good progress in numeracy and mathematics.

Number, money and measure

- Across the school, almost all children are confident in writing, ordering and rounding whole numbers, according to the CfE level they are working at. Almost all younger children confidently identify simple fractions successfully. Almost all older children have accurate recall of times tables facts. Most older children draw upon a range of strategies to accurately add and subtract mentally. Older children would benefit from re-visiting their skills in working with fractions, decimals and percentages. Children at all stages are developing an appropriate understanding of time. Children should develop their ability to problem solve using real-life examples of time.

Shape, position and movement

- Younger children confidently identify common two-dimensional shapes. Most children name accurately and talk confidently about the properties of three-dimensional objects. The majority of older children use mathematical language to describe a range of angles including right, acute, obtuse and straight angles. Older children would benefit from further work on direction and movement problems through practical activities and programmable toys.

Information handling

- Across the school, children have experience of collecting data in various formats. Younger children confidently sort numbers and objects using Venn diagrams. They display information using a table or list and confidently talk about surveys they have participated in. Older children would benefit from greater experience of creating and interpreting a range of different graphs. At all stages, children would benefit from regular opportunities to re-visit information handling throughout the year using real-life contexts. Children are not confident using information handling skills through digital technology.

Attainment over time

- Although the small school roll and changing cohorts of children each year results in a varied picture of attainment over time, staff work well together to continue to improve children's progress and achievement. The school has recently welcomed a number of children from other schools at different stages. These children are making accelerated progress from previous levels of attainment, helping them to close gaps in learning. Most children who have been at the school since P1 are on track to achieve expected levels of attainment in both literacy and numeracy.
- Senior leaders and teachers track effectively the progress children make towards their individual targets. They use assessment information, national Benchmarks and national standardised assessments well to align professional judgements with the progress children make through CfE levels. Teachers now need to provide opportunities for children to apply their skills across a wider range of contexts. This would provide teachers with a more robust portfolio of evidence on which to determine teacher professional judgements of achievement of a level. The headteacher should continue to plan regular moderation opportunities to increase further all staff's understanding of national standards and expectations in writing. This could support teachers to accelerate children's learning and progress in writing to improve attainment.

- The headteacher and staff monitor closely children's attendance. Attendance overall is consistently higher than local authority and national average levels. Attendance figures also sit consistently above comparator schools. There have been a few cases of exclusion in previous years. There have been no exclusions this year. Where part-time timetables are in place, teachers provide parents with academic work to complete when working at home. This is complimented by bespoke nurture support in school. The headteacher follows all guidance from the local authority and reviews plans regularly to make decisions on whether time in school is increased. The headteacher continues to liaise with the local authority to explore placements at alternative provisions for those that require bespoke support.

Overall quality of learners' achievements

- Children's achievements are celebrated through displays, at assemblies, through 'happy headlines' and on the school digital learning platform. Children enjoy sharing their achievements and parents comment positively on seeing children's work during regular stay and play sessions.
- Staff track children's achievements in and outwith school. They use this information effectively and sensitively to plan experiences for children who would be at risk of missing out. They have a strong partnership with Active Schools which enhances the experiences children are offered. Together they plan opportunities for children to take part in competitive events which children in larger schools could experience more regularly. In addition, staff work with all children to improve their experiences in digital, sport and their understanding of rights and have received national awards and recognition.
- All children take part in leadership groups which provide opportunities to make decisions and find solutions. Older children take on responsible roles such as prefects and house captains to support their peers to take part in wider experiences as a school. They are involved in planning school events which helps them to develop leadership skills such as communication and teamwork. Staff help children to identify the skills they develop as a result of these roles which supports children to recognise their achievements beyond the curriculum.

Equity for all learners

- Staff have a very strong focus on inclusion and equity. They have a clear understanding of the socio-economic background of children and families and the challenges families may face living in a rural location. They use additional data provided by the local authority to understand clearly aspects of rural deprivation. The headteacher and Parent Council are committed to ensuring there is no cost to the school day. The Parent Council fundraises, and sources grants, to provide additional experiences for children. Staff track the progress of individuals and ensure those who require additional support receive it and make good progress against individual targets.
- Staff have worked hard to ensure children have equality of opportunity as children from larger schools. They link with partners and involve parents to provide children with a range of experiences that enhance children's sporting skills. Teachers link closely with staff from across the LMG to plan and support smooth transitions for children moving on to secondary school and those moving into Meigle Primary School.

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.