

Summarised inspection findings

Carnegie Primary School

Fife Council

27 August 2024

Key contextual information

Carnegie Primary School and Nursery Class is located in Dunfermline. It serves the areas of Halbeath and Dulloch.

At the time of inspection, the roll was 642 children in primary and 81 children in nursery, organised across 22 classes and two playrooms. The school building sits in extensive grounds, play spaces and grass areas. The senior leadership team consists of a headteacher, who has been in post since 2019, and three deputy headteachers.

Across the school, 12.6% of children reside in Scottish Index of Multiple Deprivation Deciles 1 and 2 and 86% reside in deciles 8, 9 and 10. The Pupil Equity Funding (PEF) allocation to the school is £110,250. 11% of pupils in P6 and P7 are registered for free school meals.

1.3 Leadership of change

very good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The headteacher is held in very high regard across the whole school community. Her kindness, openness, and ambition for all are greatly valued. She has a relentless focus on improving outcomes for children at Carnegie Primary School. When appointed, the headteacher led the school community through an extensive consultation to create the school vision and values and this led to the agreed values of Kindness, Respect and Ambition. The high quality and collective nature of this consultation have ensured a genuine ownership of the values across all stakeholder groups.
- The headteacher provides strong strategic leadership to the school community. She is supported by a highly effective leadership team who have clear remits. The effectiveness of the leadership team is a major strength of the school. Staff value the clarity of their leadership and the challenge, support, and guidance they provide. Staff and parents have great confidence in the leadership of the school, with most agreeing that the school is well led.
- School values are highly evident in all interactions between children and staff and almost all interactions in class between children. Children use the language of the values every day and they share enthusiastically with visitors how integral the school values are in all areas of their lives. As a result of this focus on values, learning takes place in calm, respectful and nurturing environments. Staff model values in all aspects of school life very successfully so children can clearly see the values in action. Senior leaders lead assemblies, known as 'huddles', regularly and celebrate examples of when children have effectively demonstrated school values. Children enjoy these events and are highly positive about the ways school values are acknowledged.
- Senior leaders and teaching staff know all children very well and are fully aware of any potential barriers to learning. They have developed highly robust and very effective systems to

ensure staff have all information regarding barriers to learning. Teachers work with children and support staff successfully to plan interventions that best meet the needs of all. This ensures that children feel fully included in all aspects of school life. Almost all staff are fully aware of the social, economic, and cultural context of the school. This includes hidden poverty caused by economic pressures. Senior leaders ensure any supports are put in place with discretion and sensitivity.

- The headteacher has a clear vision for improving outcomes for children and she manages the pace of change with skill. Over the past five years, stakeholders have been involved in all stages of school improvement. Senior leaders explain clearly what targets have been reached from the previous School Improvement Plan (SIP) and provide helpful guidance on possible next steps. This supports stakeholders to consider in detail the priorities to be included in the next SIP.
- Children across all year groups develop their leadership roles in groups such as the pupil council, eco committee and digital leadership team. Older children also take on the role of house captains. Senior leaders consult with members of the pupil council as part of the school improvement cycle. Children have developed their leadership and communication skills as part of their leadership role. Children in leadership roles share their learning at weekly online meetings with other children. As a result of these activities, most children feel that their views are sought, and a majority feel that their views are considered. Senior leaders should consider the best ways to share the work of pupil leadership groups and the impact these have on school improvement. There is scope for more children across the whole school to be involved in leadership roles.
- Senior leaders have created successfully a robust and highly effective culture of continuous improvement. Together they manage systematically and effectively the pace of change and maintain a clear strategic approach to involve all staff in improving outcomes for children. At the heart of this success is a genuine culture of self-evaluation amongst staff. Senior leaders have regular 'pace and progress' meetings with teachers with a clear focus on improving outcomes for all children. This continuous focus is leading to shared responsibility and collegiate approach to all aspects of improvement.
- Senior leaders encourage and support a high level of professional dialogue with all staff to drive the continuous focus for improvement. All teachers participate in practitioner enquiry linked to an area of the school improvement plan. Staff take part in regular professional development discussions focused on School Improvement Plan (SIP) priorities take place during in-service days. The headteacher prioritises time to meet with all teaching staff for their annual professional review and development (PRD) meeting. Teachers place great value on this time and feel supported to be open and honest about their professional capabilities and areas they would like to develop. The headteacher ensures that all discussions are linked to The General Teaching Council for Scotland professional standards. Senior leaders ensure that high quality and challenging discussions linked to PRD take place throughout the year. This supports senior leaders to ensure development priorities are on track and making a difference to children's experiences. This keeps improvement at the forefront of staff professional discussions. A major strength of this approach is that staff know that they have ownership of school improvement priorities. Staff support and challenge each other in a highly respectful and collegiate manner. The PRD process supports senior leaders to identify priorities for improvement and effectively identify staff's professional learning needs.
- All stakeholders are actively involved in robust evaluation of the SIP and clearly identify what has been achieved. Senior leaders identify appropriate future priorities through this process with the views of all stakeholders considered. This approach leads to a high level of ownership

in the strategic direction of school improvement. Senior leaders promote and sustain their aspirational vision and this underpins a whole staff focus on continual improvement.

- All staff lead working groups linked to development priorities such digital, eco and wellbeing supports for children and staff. Staff work very effectively with colleagues to improve practice across the school. Staff have a shared commitment to continuous improvement.
- Senior leaders actively seek views on the use of PEF priorities from staff. The Parent Council is consulted on both PEF and SIP priorities and their views inform plans for the following session. PEF spending is clearly focused on approaches to close identified gaps in learning for individuals and groups. Evidence suggests that these approaches are having a positive effect.
- There are clear important strengths in the leadership of change at all levels across the school. The headteacher has embedded a culture of ambition throughout the whole community. As a result, staff have a continual focus on improving outcomes for all children and the needs of almost all children are being met well. Children and staff are proud to be part of the Carnegie Community where kindness, respect and ambition permeate all aspects of school life.

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

- The highly supportive ethos and culture of the school has a positive impact on learner engagement. There are high expectations of all children and staff. All staff promote and model positive relationships and behaviour within the classroom. As a result, high standards of pupil behaviour are demonstrated across the learning environments. Almost all children listen attentively and work very well in pairs and in groups. In most lessons, there are creative approaches to tasks and activities which effectively stimulates the interests of almost all learners. This is resulting in almost all children being eager and highly motivated. A few children who require additional support in their learning would benefit from activities where they work with a partner or small group. This will support them to feel more included in learning activities.
- Staff completed an environmental audit to consider the layout and structure of the classroom. This has resulted in the creation of calm spaces within and out with the classroom. Children are able to access to a variety of wellbeing resources to support them to regulate their emotions. The use of visual signage throughout the school has created a communication friendly environment that is highly inclusive and supports access to learning for all children. All staff have undertaken effective professional learning to enhance their skills in the use of interventions to support children's emotional regulation. This is supporting all staff to develop children's understanding of their emotions and provide strategies to support children to regulate their behaviours. Staff refer to the values in restorative conversations with children and always model the school values. This has led to calm, purposeful learning environments across the school.
- Children have opportunities to exercise choice in most of their learning activities. They support actively the planning of learning across most curricular areas. Children share confidently what they already know and what they would like to learn more about. Children make decisions about how they learn. For example, they can choose to access digital technologies, work in pairs, groups or independently. Teachers should build on this positive approach and involve children in planning learning across all areas of the curriculum.
- Teachers' consistent approach to planning learning and teaching is a major strength and is well embedded throughout the school. In most lessons there is a consistently high standard of learning and teaching. Children co-construct the steps for success effectively in most lessons. As a result, almost all children understand the purpose of their learning and know what they need to do to be successful. Almost all children reflect on prior learning and are supported well to make connections with new learning. This is resulting in almost all children being successful learners. Teachers use high-quality plenary sessions in almost all lessons to clarify children's understanding, reinforce learning, and support children to accurately identify and understand next steps. Almost all teachers use this information very effectively to plan future learning.

- Teachers make explicit reference to skills for learning, life, and work well in most lessons. This is ensuring class activities link well to real-life experiences and children confidently identify and discuss the relevance of what they are learning. All children are benefitting from an increased focus on high quality outdoor learning experiences within the extensive school grounds and the local area. These activities are helping children to make greater connections in their learning and supporting children to be more confident, responsible, and resilient learners.
- In almost all lessons, teachers use questioning very effectively to check for understanding. Teachers' questioning promotes curiosity and encourages children to think more deeply about their learning in the majority of lessons. Staff should continue to make good use of skilful questioning across the school and develop all children's higher order thinking skills further.
- Teachers plan differentiated learning activities effectively in almost all lessons. This is resulting in almost all children experiencing appropriate pace and challenge in their learning. Teachers make good use of well-timed and planned interventions for almost all children. These approaches support learners' progress well. Teachers should continue with approaches that ensure all children's needs are well supported within the classroom environment. This will help children to feel more included in learning activities.
- Teachers provide highly effective and creative opportunities for children to lead their own learning in most lessons. For example, children in upper primary use digital devices to access online maps for a real-life context. Children consider how they could use online resources in their future learning and discuss what activities they might undertake. Teachers have correctly identified the need to create more learning activities that support children to lead their learning more frequently.
- At early level, children's learning is successfully supported through play-based approaches. Teachers carefully consider the balance of child-led and teacher-directed experiences, ensuring activities meet the needs of most individuals and groups. Staff have collaborated effectively to create engaging learning spaces that promote children's curiosity and creativity. Teachers have engaged in helpful professional learning to support their understanding of play pedagogy. They should continue to review their approaches to assessing children's learning through play.
- Most staff make effective use of digital technologies to support and engage children in learning about the world around them. All teachers have undertaken effective professional learning in the use of digital technologies. They use interactive whiteboards, visualizers, and digital matrix codes to enhance teaching and learning. Almost all children demonstrate confidence in using programmable toys, online applications, and search engines. Children are motivated and demonstrate independence in their learning.
- Almost all teachers provide constructive, well-considered written and oral feedback to children that is helping to ensure that children have a clear understanding of their next steps. Almost all children use peer and self-assessment strategies skilfully to evaluate their own progress and that of their peers successfully. Children have a clear understanding of the language of learning and are applying their learning in developing their skills to provide thoughtful and reflective comments to peers.
- Teachers plan a range of formative and summative assessments across the year effectively. This allows learners to demonstrate their knowledge and understanding in different contexts across the curriculum. Teachers collaborate effectively with stage partners to discuss and moderate school and national assessment evidence. The senior leadership team meet with staff regularly to discuss teacher judgements. Teachers make effective and thorough use of

assessment data. They use this information accurately to identify children who would benefit from specific interventions to help address gaps in their learning. This has led to improved attainment in literacy and numeracy for this group of children.

- All teachers participate in moderation activities which has increased the accuracy of their professional judgements. This is ensuring that assessment evidence is reliable and robust and supports effective planning. Most teachers undertake planned visits to other schools to share ideas. Additional moderation activities within the cluster will support teachers' further understanding of national standards.
- Teachers' planning is comprehensive across all curricular areas. All teachers work collaboratively across their stage using Curriculum for Excellence (CfE) outcomes and national Benchmarks to plan creative and challenging learning activities that meet the needs of almost all learners. They plan effectively for children to demonstrate their knowledge, understanding, and skills. Senior leaders meet with teachers termly to discuss their planned learning and pupil progress. This ensures that children's progress is monitored and evaluated effectively. Teachers have access to comprehensive tracking and monitoring information. They use this very effectively to ensure any potential barriers to learning are removed.

2.2 Curriculum: Learning pathways

- The curriculum rationale is rooted in the school's vision, values, and aims. It captures appropriately school developments and reflects the four contexts for learning, the four capacities, and the seven principles of design. Senior leaders developed the rationale in collaboration with parents, staff, and pupils. They make sure it is accessible, refreshed and updated, to keep it current and relevant.
- Progression pathways are in place for all areas of the curriculum and include those developed by Fife Council and by school staff. Staff make effective use of progressive learning pathways to inform their planning and ensure children experience progression in their learning. Senior leaders monitor this planning process effectively to ensure teachers deliver a curriculum that builds on prior learning. Staff engage in professional learning, cooperative teaching and collegiate evaluation when developing learning pathways. They ensure that the views of children play an integral part in curriculum development. For example, staff prioritised the development of quality learning experiences in expressive arts in response to feedback from children. As a next step, staff should ensure that learning pathways incorporate core skills development.
- Staff use learning pathways to plan collaboratively across curricular areas and bundle CfE experiences and outcomes together to create relevant and meaningful areas of study. Learning pathways support flexibility, enabling staff to ensure the needs and interests of children are being met. Teachers plan themed weeks across the year. These provide increased opportunities for children to be creative and strengthen their understanding of specific aspects of the curriculum. These weeks include a focus on science, technology, engineering, and maths (STEM), literacy and health.
- Children receive well-structured, high-quality physical education (PE). Staff make effective use of both indoor and outdoor facilities to provide two hours of PE each week. Staff, and a range of partners, provide opportunities for children to engage in a wide range of sports activities, such as tennis, netball, and bowls. Children enjoy participating in local competitions and tournaments, enabling them to demonstrate their skills and develop teamwork. Most children agree that the school helps them to be active. This supports children well to understand the benefits of being physically active. Children identified as being inactive receive targeted support. This helps them to engage in physical activities such as swimming and football.
- Staff deliver a progressive programme of French and German in line with the 1 + 2 language approach. All children from P1 to P7 learn French. Children in P6 and P7 also learn German. Staff liaise effectively with modern language colleagues at the local high school to inform and enhance the delivery of language learning. Secondary school language ambassadors visit the school to contribute to children's language learning experiences.
- Staff maintain a strong focus on developing and embedding outdoor learning through the school improvement planning process. A staff working group is developing an outdoor learning pathway and skills progression with a range of partners. Senior leaders plan to implement a clear progression pathway for 'Developing the Young Workforce' to ensure consistent approaches across all stages.
- Effective partnership working by practitioners and teachers supports the effective transition of children from nursery to P1 and P7 to high school. P7 staff liaise appropriately with secondary colleagues to ensure children beyond expected levels are appropriately challenged in their learning. Staff engage in opportunities for shared professional learning to develop their knowledge of the curriculum.

- Senior leaders have created partnerships and developed purposeful, meaningful relationships with local and national companies to support the school's priority linked to Developing the Young Workforce. Children in all year groups benefit from links with financial organisations, who provide real life experiences like managing budgets. Local businesses support the school's work in areas such as eco education.
- Children use the school library to borrow a range of interesting texts. There is potential to develop further the school library environment to provide a more stimulating, comfortable, and inviting space in which children can enjoy reading opportunities.

2.7 Partnerships: Impact on learners – parental engagement

- Parents and carers greatly value the ways that staff are working with children to reflect school values in all aspects of school life. Senior leaders prioritise being at the school gate at the beginning and end of the school day. Parents value this highly visible presence of senior leaders as they see how warmly children are welcomed to school and that they can pass on any essential information to staff. This has led to most parents feeling comfortable in approaching staff to discuss any questions or concerns they may have. All staff engage with parents with kindness and respect. As a result, parents are confident that they can contact staff to discuss any concerns. Parents know that any concern will be dealt with sensitively.
- Senior leaders communicate with parents regularly through helpful newsletters, social media posts and an online learning tool. Parents enjoy the regular family learning activities and such events help them to support their children's learning. Parents put great value on community events such as the 'Big Breakfast' when children, parents and staff meet before school to enjoy breakfast together. This has been a very welcome addition to the school calendar and parents and children look forward to these regular events.
- Parents are kept up to date with the work of the Parent Council and there is enthusiastic support for events that fund enrichment activities to support children's learning. Minutes of meetings are available on the school website.

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

- The wellbeing of children and approaches taken to support them lie at the heart of school life. Wellbeing is a key feature of learning in classrooms and is consistently a part of school 'huddles'. Staff use 'Carnegie's 5 ways to Wellbeing' which provides children with a simple tool for them to explore and discuss their wellbeing. This supports children to discuss wellbeing by using appropriate language. Almost all children have a secure understanding of the language of wellbeing.
- Children regularly assess their own wellbeing. Staff track and monitor each child's individual wellbeing record effectively. As a result, teachers and support staff take appropriate actions to provide interventions for children who indicate that they have wellbeing needs. This includes resources to support mental and emotional wellbeing, creating individual learning plans and appropriate support for children. These timely interventions ensure that children feel well supported.
- Teachers deliver a coherent and progressive programme of health and wellbeing activities. They use health and wellbeing learning pathways well and plan effectively to ensure there is appropriate coverage of CfE experiences and outcomes across year groups and levels. They draw successfully on a range of resources and approaches that complement the school's approach to health and wellbeing. These include programmes to support emotional wellbeing, explore relationships and promote online safety. As a result, children's experiences are broad, progressive, and meaningful. Almost all children make appropriate progress in their learning about their health and wellbeing. Children are supported to be able to them to understand their strengths and key skills.
- Relationships across the school community are very positive and supportive. Most children report that the school is helping them to understand and respect others. Most children know who to speak to when they are worried or upset. Senior leaders have recently reviewed their relationships policy. This policy underpins the school's focus on wellbeing and the development of a supportive and respectful culture as a key priority in the school. It enables all staff and partners to take a consistent approach to working with children and meeting their needs.
- Staff have high expectations of all children, who respond well to the encouragement and support they receive. These expectations are reflected well in the school values. Children speak very confidently about the school values and understand why they are important. A rights-based approach across the school further supports children to develop their understanding their rights and those of others.

- Almost all staff know children and families very well. All staff have participated in a range of high-quality professional learning to support children well. They have increased their skill and knowledge in relation to a range of issues. These include emotional wellbeing, nurture, de-escalation, and strategies to best support children facing challenge or with barriers to learning. Staff have also undertaken mandatory training in child protection and safeguarding, cyber safety, and resilience. Almost all children who face barriers to their learning are very well supported. Senior leaders and staff should continue to review and regularly evaluate the supports and interventions which children access. This will help them to ensure their effectiveness and impact.
- The majority of children say that they feel safe in school and that the school helps them to feel safe. The planned reintroduction of peer mediation in the playground areas will support all children to resolve any potential conflicts and disagreements. This peer-to-peer support will also empower children to take responsibility for their own actions. Children will be able to work together to ensure that everyone demonstrates their values during social times. Senior leaders should consider how best to involve all children in developing more structured social activities, games and activities during breaks and lunchtimes.
- Senior leaders and staff carefully monitor children's attendance patterns. They are sensitive to home situations and work well with families to offer support and find resolutions to improve attendance levels. This includes planning strategies to support children in collaboration with parents and carers, external agencies, and the family liaison officer. This is leading to increased attendance levels for a few identified children. Attendance levels have remained steady over the past few years with the exception of a dip in 2021-2022 due to issues related to the pandemic.
- Exclusions have remained low since 2021-2022. Senior leaders work effectively with external agencies and key partners to support children and their families to develop plans to support children with dysregulated behaviours. Staff are meeting the needs of children with dysregulated behaviours well and a very few children are now excluded.
- Senior leaders and teachers maintain a detailed overview of children with additional support needs (ASN). This provides a clear profile of children's identified needs and strategies to support them. Teachers plan effective interventions and implement strategies to address any gaps in learning for these children. Teachers work collaboratively with support for learning staff to develop individual plans for children with additional support needs and include parents in regular reviews where appropriate. A helpful next step would be to include children more fully in these discussions.
- Pupil support assistants provide effective support in individual and group settings for children facing barriers to their learning. Senior leaders and staff should review their approaches to inclusive practice and Getting It Right for Every Child (GIRFEC). Support for learning staff in collaboration with class teachers should plan learning experiences for children facing significant barriers to learning which are more aligned to the work undertaken in main class lesson. This will ensure that all children feel fully included and involved by working with their peers.
- Senior leaders and staff have developed positive working relationships with staff in additional support needs (ASN) establishments attended by pupils on a part time basis. They collaborate to plan learning programmes and strategies to best support individuals. There are plans in place for individuals with the aim of children accessing their entitlement to full-time education.

- Staff encourage and support children well to read texts which extend their learning about other cultures and faiths and beliefs from around the world. Children also learn about the importance of valuing diversity and challenging discrimination at regular 'huddles'. Teachers support children well in lessons to learn about discrimination, racism and respect for others through RME and religious observance inserts in the curriculum. This helps them to understand what it means to be a member of a fairer and more equitable society.
- Children are involved in important events and programmes of work which celebrate difference. This includes, for example, a recent focus on Neurodiversity, a Downs Syndrome focus week and a Dyslexia Awareness Week. Children learn about and understand the importance of everyone as unique individuals. Children would benefit from wider celebrations of difference. This should include making stronger connections linked to their local and ever-changing community context. This will ensure that all children and the wider community see themselves reflected in Carnegie Primary School.

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

Attainment in literacy and numeracy

- Overall, children's attainment in literacy and numeracy is very good. Attainment is strongest at early level, with almost all children attaining expected levels in both literacy and numeracy. Almost all children at first level, and most children at second level, attain expected levels in listening and talking. Most children attain expected levels in reading, writing and numeracy at both first and second level.
- Across all stages, a significant minority of children are exceeding expectations in listening and talking, writing, numeracy, and most significantly in reading.
- Almost all children who require additional support for learning and making good progress from prior levels of attainment.

Attainment in literacy and English

- Overall, children are making very good progress from prior levels of attainment in literacy and English.

Listening and talking

- At early level, children listen and respond to their teacher's instructions very well. They use pictorial cues very well to retell familiar stories with enjoyment and enthusiasm. At first level, children share and listen to the views of others. They make very good use of non-verbal techniques, such as eye contact and hand gestures when engaging with others in all aspects of learning. At second level, almost all children build appropriately on the contribution of others and show respect for the viewpoint of others. They identify the difference between fact and opinion with appropriate explanation.

Reading

- At early level, children are developing their knowledge of sounds, letters and patterns and are using this to read familiar words in context. They read familiar texts aloud with attention to simple punctuation. At first level, children decode unfamiliar words. They read with increasing expression and confidence. At second level, children explain their preferences for particular texts and authors with supporting detail. Almost all children understand and use reading strategies, such as skimming, scanning, and summarising. At all stages, children would benefit from access to improved class libraries to encourage further their love of reading.

Writing

- Children across the school write regularly across a range of genres. This includes poetry, imaginative stories, functional and creative writing and writing about personal experiences. At early level, children write simple sentences using capital letters and full stops. They spell familiar words correctly. At first level, children use common conjunctions to make sentences

longer and more interesting. At second level, children develop and apply their writing skills through real-life, meaningful contexts. Children demonstrate a clear understanding of the key features of different genres of writing, such as a scientific report. Across all stages, children should improve the quality of their handwriting and presentation of work.

Numeracy and mathematics

- Overall, children are making very good progress from prior levels of attainment in numeracy and mathematics.

Number, money and measure

- At early level, children recall number sequences forward and backwards from within the range 0-30. They double numbers to 10 and add and subtract mentally within 20 with accuracy. A few children need further support to ensure they write numerals correctly. At first level, children are confident when rounding numbers to the nearest 10 and 100. They identify accurately the value of each digit in a whole number with three digits. Children tell the time using half past, quarter past and quarter to with analogue and digital clocks. At second level, children use their knowledge of equivalent forms of common fractions, decimal fractions, and percentages well to solve problems. They apply a range of effective strategies to solve word problems. Children lack confidence in aspects of measure, such as volume, capacity, and area. They would benefit from increased opportunities to develop these skills in real-life situations. Across all stages, children's understanding of money and finance is increasing as a result of the school's participation in a financial education research project. The presentation of written numeracy work should be improved.

Shape, position and movement

- At early level, children recognise and describe common two-dimensional (2D) shapes. They investigate and group three-dimensional (3D) objects according to those that roll, slide and stack. At first level, children use appropriate mathematical language to describe the properties of a range of 2D shapes and 3D objects. They identify symmetry in patterns, pictures, and nature. At second level, children can apply their knowledge of 3D objects to demonstrate their understanding of nets. They are less confident in describing the properties of shapes, such as the circumference, diameter, and the radius of a circle.

Information handling

- At early level, children ask questions to collect data for a specific purpose, using tally marks to record responses in a table. They use their knowledge of colour, size, and other properties to match and sort items in a variety of ways. At first level, children use a variety of different methods to gather and sort data for a given purpose, such as bar graphs and Venn diagrams. At second level, children understand the key features of graphs and can display information in other forms, including digitally.

Attainment over time

- Senior leaders work very effectively as a team to implement robust systems and processes to track children's progress and attainment over time. They ensure all staff understand their role in implementing the school's raising attainment policy. As a result, staff have a very strong understanding of children's progress at both individual, class and whole school level. This enables them to take prompt and appropriate action to ensure sustained or accelerated progress. There is potential to develop further the tracking of children's progress across all areas of the curriculum.
- Data indicates that although the COVID-19 pandemic had a negative impact on children's attainment, overall levels of attainment are improving over time. An increasing number of children are working ahead of expected levels in both literacy and numeracy. The consistency

of staff's approach to learning and teaching, and a range of effective literacy and numeracy interventions, underpin this improvement.

Overall quality of learners' achievements

- Children benefit from a wide range of opportunities that support them to develop the four capacities of CfE. Staff ensure that all children have opportunities for wider achievement through a range of curriculum activities, such as creative dance and African drumming. Pupil sports ambassadors help plan and support the school's sports day. Children proudly represent their school and achieve success at sports festivals and tournaments. Children take responsibility for gathering evidence to demonstrate achievement and support award submissions, such as ECO-school's Green Flag and Rights Respecting School silver award. The Carnegie Radio team strengthen their communication and editing skills as they plan, record and broadcast programmes. Junior Road Safety Officers see the impact of their campaigns to increase road safety, such as a reduction in parking around the school. This is supporting children to be safer in and around the school entrance.
- Children's achievements, both in school and at home, are valued and celebrated. Attractive wall displays recognise the achievements of individuals and groups across the school. Children share 'proud moments', and wider achievements at weekly 'huddles'. Children increasingly recognise the links between the skills they are gaining through wider achievement activities and skills for life and work.
- Staff identify and track children's personal participation in clubs and achievements both in and out of school. They use this data appropriately to identify children who are at risk of missing out. Staff recognise the need to introduce more robust tracking of wider achievement. This should support the effective planning of wider achievement opportunities for all children, including those most in need.

Equity for all learners

- All staff have a clear understanding of the socio-economic context of families. Staff use a range of data effectively to address potential barriers to learning and to track and monitor the progress of children at disadvantage. This includes children who have experienced care. They provide support to families who need it in order to ensure that no child misses out on experiences, such as residential excursions due to financial difficulty.
- PEF is used to enhance staffing to provide targeted support to raise attainment in literacy and numeracy. Children's motivation and engagement in learning has increased as a result of targeted interventions. Overall, most children participating in targeted interventions are on track to achieve expected levels of attainment in listening and talking. The majority of children are on track to attain expected levels of attainment in reading, writing and numeracy.
- Senior leaders have a clear understanding of the levels of attainment of individual children who are most disadvantaged and those with additional support needs. This indicates that, over time, the attainment gap in literacy and numeracy is reducing. There is scope to further strengthen approaches to track the progress of specific groups of children, such as those with additional support needs and English as an additional language. This should provide senior leaders with strengthened data against which to measure progress and the closure of identified attainment gaps.

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.