

Summarised inspection findings

Logans Primary School

North Lanarkshire Council

3 June 2025

Key contextual information

Logans Primary School is a non-denominational school in Motherwell, North Lanarkshire. At the time of inspection, there were 130 children on the school roll across seven classes. The school also has a nursery class which provides placements for up to 40 children during term time. The school grounds include a large playground with an extensive grass area and football pitch. The school sits on the border of Strathclyde Park.

The headteacher was appointed in August 2023. She is supported by a full-time principal teacher who was appointed in August 2022. Most children live in Scottish Index of Multiple Deprivation (SIMD) deciles 1 and 2. Just under half of the school roll are entitled to free school meals. Across the school, 37% of children have an identified support need.

1.3 Leadership of change

satisfactory

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

- Since taking up post in 2023, the headteacher has worked closely with children, staff and parents to develop further the school's vision and values for everyone. Using feedback through surveys and 'big discussions' at assemblies, staff and children have developed a clear set of values that are relevant to the needs of children and visible throughout the school. The school values of safety, honesty, achievement, respect, kindness and teamwork are understood by children. Staff promote these values through classroom experiences and assemblies and model them in their interactions with children and each other. The recently introduced houses, house points and awards linked to the school values should support further children to understand how their actions can continue to improve the culture across the school.
- Staff know children, their needs and the community well. Overall, staff and children enjoy positive relationships and have created a welcoming ethos across the school. Children are friendly and keen to talk to visitors about their school. The headteacher and staff are prioritising respectful relationships and supporting children to make better choices. Staff are positive role models for children, providing nurturing care and support. The headteacher has rightly identified the need to work with staff, children and families to develop a more robust policy to ensure a consistent and effective approach to promoting positive behaviour. This should include agreed strategies and steps taken when children do not engage appropriately.
- The headteacher has welcomed support from the local authority to review the effectiveness of many key areas of the life of the school. As a result, she has a clear understanding of the strengths and next steps of the school and the strategic direction required to improve outcomes for children. She has introduced a number of appropriate changes to support all staff to plan better for the needs of children. She has implemented much needed systems and processes to track and monitor the work of the school. Together with staff, the headteacher now needs to

prioritise the improvement activities that will have the greatest impact on improving children's experiences and outcomes and take forward this agenda at pace.

- The headteacher and principal teacher have introduced a quality assurance calendar which outlines a wide range of activities to help staff evaluate the quality of children's experiences. The headteacher takes a collaborative approach, involving staff in regular professional dialogue to help them reflect on what is working well and aspects that could be improved. Staff are at the early stages of gathering robust evidence of the impact of improvement activities on children's outcomes. However, they now have a clearer baseline from which to evaluate the progress the school is making as a result of improvement activities.
- With staff, the headteacher uses a wide range of attainment data and stakeholder feedback to develop a clear plan to support improvement. The school improvement plan (SIP) outlines clear and appropriate priorities, key timeframes and the actions that should be taken to secure improvement. The SIP includes a focus on improving the consistency of learning and teaching, increasing children's attainment in writing and improving children's ability to self-regulate their behaviour. The headteacher should support teachers to evaluate these areas more rigorously and gather important evidence to ensure that activities linked to each priority are leading to improvement. Together they need to take stock more regularly of progress made to review and refine planned improvements.
- Teachers have a clear focus on improving the consistency of learning and teaching across the school. The headteacher has utilised resources from the local authority including support from the literacy learning hub and digital pedagogy team to improve aspects of classroom practice. Working closely with cluster colleagues, teachers have developed an improved approach to the structure of lessons. Teachers now need to agree clear expectations about what high-quality learning and teaching looks like across the school. The headteacher should also support teachers to evaluate the impact of these changes to classroom practice on improving outcomes for children. This should inform the development of a learning and teaching policy to ensure all children experience consistently high-quality learning across the school.
- The headteacher is supportive of staff who wish to take on leadership roles. Teachers work well as a team with most taking on leadership roles within the school. Through the leadership of teachers, children have gained national awards and accreditation for their work on children's rights, their use of digital technology and for their commitment to embedding sporting activities within and beyond the school day. The headteacher should continue to build the capacity for all staff to lead and sustain changes across the school. Teachers are now ready to engage in and share professional learning to develop further their approaches to learning and teaching.
- Children have a range of leadership opportunities and committees that work to improve the school. For example, pupil council members planned the introduction of school houses to support and promote the value of teamwork. Children enjoy these roles and can talk about changes that have happened as a result of these leadership groups. However, just under half of children recognise that the school listens to their views. Too many children are unsure how their views are used to make changes in the school. Children are consulted regularly through surveys and 'big discussions' at assemblies. Children enjoy these times where they work together and agree feedback on important school issues such as attendance and behaviour. Staff should now support children to understand more clearly how their feedback is used to direct school improvement.
- The headteacher uses Pupil Equity Funding (PEF) appropriately to ensure universal and targeted support for children to achieve. This includes additional staffing to provide bespoke

support to children who need it. She consults parents on the use of PEF to plan how funds could be used to address any gaps in attainment.

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

- Staff across the school have warm, supportive and nurturing relationships with children. As a result, most children are happy and settled in class, treating others with kindness and respect. Most children, across all stages, are well behaved and motivated to learn. The school values are evident in all classes. Teachers refer to the values throughout the school day, ensuring the values are central to the life and work of the school. Children create class charters, linked to children's rights, to support positive relationships across the school. A few children require additional support to help them manage their emotions and behaviour. When distressed, their behaviour can disrupt the learning of others. Most staff refer to the school's 'behaviour blueprint' to help them support sensitively and appropriately a few children. School leaders ensure that there are appropriate plans in place to support children who require them. Moving forward, they should work with staff to plan proactively to meet the emotional and behavioural needs of all children.
- The majority of children across all stages engage consistently well in learning and are eager to learn. However, a minority of younger children require support to remain on task for extended periods of time. In too many lessons set tasks do not engage children sufficiently in their learning. At present, children experience too many whole class lessons which are overly teacher directed and do not provide the appropriate level of challenge for a minority of children. To support greater engagement, teachers should plan tasks which better meet the needs of all children. A minority of teachers plan well-differentiated tasks and teaching input for literacy and numeracy lessons. This approach supports children more effectively in their learning.
- In most lessons, teachers give clear instructions and direction. The majority of children understand and explain what they need to do to complete tasks successfully. They are less able to explain the skills they are developing through their learning tasks. Teachers are currently developing a more robust, shared understanding of effective learning, teaching and assessment. As they develop their understanding, school leaders and teachers should ensure learning is progressive across all areas of the curriculum. In doing so, they should ensure a better balance of children having opportunities to work independently and collaboratively in pairs, and groups, taking greater responsibility for their own learning.
- In the majority of lessons, introductions to learning are too slow. As a result, a minority of children become disengaged in their learning. A minority of teachers plan very effectively pacey introductions, recapping prior learning and sharing the purpose of current learning. In these lessons, teachers use task boards well to support children to take increasing responsibility for their learning. This helps teachers deliver discrete teaching to small groups and individuals. In these lessons, children's learning needs are met effectively. Moving forward, teachers should apply consistent approaches to these transitions to ensure children settle quickly to learning tasks which are set at the correct level of difficulty.

- In most lessons, teachers use questioning effectively to ensure children know what to do to complete learning tasks. In a minority of lessons, teachers use questioning very effectively to check for deeper understanding. Moving forward, teachers should work collaboratively to develop a shared understanding of effective questioning that supports children to extend their knowledge, understanding and skills.
- All children across the school have access to digital technology including laptops and tablet computers. In almost all classes, children access games and quizzes to consolidate learning. Children use digital skills well to research and create presentations to share their learning and understanding with others. Older children learn coding skills successfully to design simple games. Children who require greater support in their learning benefit from assistive technology.
- In most classes teachers give children helpful verbal feedback. This is helping children understand what they are doing well and what they need to do to improve. In the majority of classes, teachers use target setting in literacy to help children understand their progress. Where this is working well, children can discuss their targets and are beginning to identify their next steps in learning. School leaders should work with teachers to improve further the use of learning targets across the curriculum. In doing so, they should ensure that targets are specific to individual children's needs and help them to make sound progress. Children would benefit from a focus on high-quality verbal feedback to support further the development of their vocabulary and listening and talking skills.
- Teachers are in the early stages of supporting children to learn through play. In the early primary stages, teachers have reviewed learning spaces to create opportunities for children to develop their skills and understanding through play. As a next step, school leaders should now work with staff to ensure consistent, high-quality play experiences, providing an appropriate and purposeful balance of child and adult-initiated learning. Children at the early stages would benefit from more opportunities to play to develop better their social and communication skills. School leaders should consider how they can support teachers to facilitate play and model appropriate interactions during these experiences.
- Teachers plan learning using local authority progression pathways in literacy, numeracy and digital literacy. These help to provide structured learning experiences for children in these areas. They refer to national guidance to plan learning experiences in health and wellbeing. However, effective planning for learning across the wider curriculum is at the early stages of development. School leaders recognise that planning for learning requires significant improvement to ensure better outcomes for children. This work should begin at pace.
- Teachers use a range of assessment information to help support children's progress in literacy and numeracy. These assessments include standardised and class-based assessments to support teachers to plan next steps in learning. Teachers collate examples of children's work to support them in making professional judgements of attainment. However, at present, assessment procedures are not yet sufficiently robust or reliable. Teachers and school leaders both identify the need to work together to create greater consistency in the school's approach to assessing learning. A focus on moderation using national Benchmarks should support teachers to have a better understanding of national expectations.
- School leaders meet with teachers termly to track children's progress and plan next steps in learning, including supports for those children who require more help to achieve success. School leaders should ensure that tracking discussions are rigorous and focused on raising teacher's expectations of children's progress. Teachers would now benefit from working with colleagues both locally and nationally to develop a more robust, shared understanding of national standards of attainment.

2.2 Curriculum: Learning pathways

- At present, teachers use a combination of local authority pathways and school-based planning to support coverage of learning across curricular areas. This work is at an early stage. Teachers acknowledge the need to build consistency across children's learning in all curricular areas to ensure all children have experiences that build on prior learning. This should help improve the pace of learning across the school.
- Children benefit from extensive school grounds which offer the opportunity to take learning outdoors. The school carried out an audit to begin planning a more progressive outdoor learning experience for children. Older children are supported by partnership working with environmental organisations to deliver quality outdoor learning experiences. As school leaders and teachers refresh their curriculum, they should increase further the opportunities for children to learn outdoors.
- All children learn French progressively as a second language. Children use everyday language on a range of topics including numbers, families, weather, food and festivals. Children in P5 to P7 experience a third language with P5 experiencing a block of learning in German and P6 and P7 learning Spanish.
- Children experience two hours of high-quality physical education weekly. To extend learning and children's choice, children access a wide range of sports club activities during and after the school day. These clubs include cheerleading, netball, dance, football and rugby.
- Children are well supported at points of transition. Children moving from the nursery to P1 experience a well-established transition programme including a wide range of appropriate events and activities for children, parents and school staff. Children in P7 transitioning to the associated secondary school benefit from a robust, well-considered and extensive transition programme. Transition planning for children who require additional support is very well established, ensuring children are well prepared for their next stage in learning at secondary.
- All children experience religious and moral education weekly, learning about Christianity and other world religions. Senior leaders recognise their statutory duty to provide religious observance across the school year.

2.7 Partnerships: Impact on learners – parental engagement

- The headteacher has established a range of communication methods to engage parents in the life of the school. These helpful tools include monthly newsletters, social media and the school messaging system. Children share their learning through class assemblies and shows. This helps parents have a better understanding of the experiences offered to children. The headteacher has plans to develop the use of the school website to provide a wide range of relevant information for parents to support learning at home.
- The headteacher seeks the views of parents on a regular basis. When reviewing policies and procedures, she invites feedback to shape the school's work. For example, parents had the opportunity to contribute to the school improvement plan priorities through a questionnaire last session. The views of parents informed the priority to develop a more inclusive and supportive environment for all children and to review the school's approach to improving behaviour. Parents would appreciate a clearer overview about how staff support all children and address incidents of bullying.
- The headteacher meets regularly with the Parent Council, providing relevant and useful information about the school's improvement journey and sharing how parents can have a voice in improving the school. The Parent Council are highly supportive of the headteacher. They have a clear focus on improving children's experiences and fundraise to provide additional resources and support trips and excursions.

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

satisfactory

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

- Since the headteacher's arrival, staff have prioritised the need to improve children's wellbeing and behaviour across the school. They have had a clear focus on embedding the school values and introducing the language of the wellbeing indicators. The headteacher uses assemblies to help children learn about their wellbeing and understand key vocabulary such as included and respected. Teachers use the values and wellbeing indicators throughout children's classroom learning. They use regular 'check-ins' to ensure children have the opportunity to talk about how they feel and know they can ask for help if needed. A few children use their 'one trusted adult' when they require extra support for their wellbeing. This approach is helping children and staff to develop a shared language. As a result, children are beginning to explain more clearly how they feel and what they can do to improve their wellbeing.
- Across the school most learning environments are calm and settled and most children agree that the school helps them to understand and respect others. However, only a minority of children continue to feel safe at school. At times, a few children show dysregulated behaviours. A few younger children find transitions throughout the day challenging and can disrupt learning for others. Support staff and school leaders provide timely and 1:1 support for children who require it to help them settle and re-engage with their learning. Together, school leaders and staff now need to develop a more robust policy to promoting positive behaviour. The headteacher has rightly identified the need to involve parents more widely in developing this policy to ensure a consistent approach and understanding for all children. As a priority, staff need to support the minority of children who do not know how the school supports them to feel safe and those who do not feel safe in school. They need to make clear and more visible the strategies in place to support all children.
- Staff have taken part in professional learning on The Promise and inclusive learning approaches. They are at the early stages of engaging with environmental audits to ensure classrooms are inclusive. Staff have strong links with partners who provide targeted interventions for children who require additional support to self-regulate their behaviour. Older children are improving their ability to discuss their emotions and how to respond better during conflicts. A few children access regularly bespoke support through a recently developed nurture space. This helps them start the day positively with trusted adults. This is leading to more children being included in school with exclusions low over the previous three sessions. The number of violent incidents recorded is also reducing.
- Children learn about health and wellbeing in lessons and through whole school events. Older children discuss with their peers how to show respect towards others. They are learning what is appropriate to say aloud and what opinions should be kept as thoughts. This helps children develop appropriate social skills to manage well and maintain friendships. Most children talk

confidently about the benefits of physical exercise. Almost all children take part in regular well-planned physical exercise opportunities. They enjoy their spacious school grounds and recognise the benefit of playing outside on their physical and mental health.

- Children have developed a playground charter to help everyone know how to behave in the playground. As a result of targeted approaches, the number of incidents during lunchtime has reduced. However, a few children do not make appropriate choices during less structured and supervised sessions. School leaders should now consider how to involve all children in improving the playground. Although children benefit from a generous playground space, they do not always have access to appropriate playground resources. This could include the new focus on loose parts equipment in the playground. Teachers should be supported to develop a planned approach to the use of these items during outdoor learning sessions. A focus on skills such as teamwork, negotiation and decision making could support children's development of more sophisticated listening and talking skills.
- The school has well-established transition approaches to support children moving from nursery into P1 and from P7 into S1. Staff across the cluster work closely to ensure transitions are smooth and relevant information is shared to support a child moving to a new stage. Parents appreciate these induction events which help them have a greater understanding of their child's experiences at a new stage of their school journey.
- Currently, the attendance rate for the school is 88.4%. Most absences are attributed to holidays and illness during term time. School leaders monitor attendance closely and track the impact non-attendance has on children's progress and attainment. The headteacher has made valuable and effective links with partners to provide targeted support for identified families. She communicates regularly with parents through helpful leaflets and newsletters. This is having a positive impact on attendance figures. Although attendance continues to fall below national averages, attendance has improved from the same point last session. School leaders and staff should continue to address patterns of persistent low attendance with a minority of children to ensure they sustain an appropriate level of attendance.
- Staff participate in effective professional learning to fulfil their statutory duties appropriately. This includes child protection and health and safety. The headteacher recognised and responded promptly to the need to use local authority policy and guidance effectively to improve the school's approaches to supporting children who require additional support for their learning and wellbeing. Staff now have a better and more robust process for early identification of children's needs. Over the last year, staff have improved significantly how they identify and plan for children with additional support needs. They have a clearer understanding of national expectations in getting it right for every child. They work closely with cluster resource teachers to plan appropriate universal and targeted support. School leaders have established positive and valuable partnerships with a range of partners to support children's wellbeing and learning needs more effectively. They should continue with plans to support staff to develop a greater quality of universal support for younger children who require additional support in classes. Staff now need to streamline paperwork to ensure important information is in the one child's plan. School leaders need to ensure children who are care-experienced are considered for a coordinated support plan.
- Children learn about equality and diversity in a few areas of the curriculum and during assemblies. Staff and children are developing a shared understanding of the United Nations Convention on the Rights of the Child (UNCRC) and how to ensure that children's rights are respected. The school has received national accreditation for their work in this area.

3.2 Raising attainment and achievement

weak

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 weak. Children across the school, particularly in the earlier stages of the primary school, should be making greater progress in learning. As children progress through the school, the pace of attainment quickens but not at a rate sufficient enough to ensure that most children achieve appropriate Curriculum for Excellence (CfE) levels of attainment. Most children across the school have significant gaps in learning in both literacy and numeracy.
- Children who require additional help with their learning are well supported through appropriate programmes and are making satisfactory progress. Although not all are on track within national expectations, they are improving in both literacy and numeracy.

Attainment in literacy and English

- Across the school children are not making sufficient progress in literacy and English. Although children accelerate their progress between first and second levels, too many children do not meet national expectations by the time they leave P7. Therefore, progress is weak.

Listening and talking

- At early level, most children enjoy participating actively in songs, rhymes and stories. However, a significant minority of children require support to listen carefully and take turns when sharing their ideas. Whilst the majority of children at first level contribute enthusiastically to group discussions, only a minority of children share their ideas effectively and independently. At second level, the majority of children contribute their ideas, information and opinions with others. They discuss a few skills they require to present to an audience effectively. They are less skilled in listening well to and building upon the ideas and opinions of others. Children at all levels are only able to sustain discussions for short periods of time, mostly with adult support. Across all levels teachers should support children to take turns when speaking and develop the skills of being a quality audience.

Reading

- At early level, the majority of children engage enthusiastically with texts which are read to them. A minority of children answer simple questions to help predict what will happen next in storybooks. A minority of children identify initial sounds correctly and use appropriate strategies to read unfamiliar sounds and words. At first level, the majority of children recognise the difference between fact and opinion and identify and find simple key information in a text. At second level, the majority of children identify the main ideas in a text and use this information to organise notes in their own words. However, the majority of children are less skilled when using more complex reading skills. Across the school, most children need to develop their reading skills appropriate to their age and stage. This should support them to tackle and understand more complex and age-appropriate texts. Currently children have limited

knowledge of the features of different genres. Their skills in inference are not well developed. Most children would benefit from reading a wider range of texts on a regular basis.

Writing

- At early level, the majority of children are developing their confidence in writing single letters. A minority of children write simple words and sentences with increasing independence. At first level, when supported appropriately, a minority of children write short imaginative and functional pieces. At second level, a minority of children use appropriate language to structure arguments and influence readers, for example in persuasive letters. Teachers rightly ensure that children are heavily supported to experience success. Moving forward, children need to increase their independence when writing and ensure that taught writing skills transfer successfully into everyday writing. Across the school, most children should improve the quality of their presentation of written work.

Numeracy and mathematics

- Children should be making greater and more timely progress in numeracy and mathematics. Therefore, progress is weak. Across the school, children are unable, without significant support, to apply their numeracy and mathematical learning to new and unfamiliar contexts. Teachers should utilise the support of local authority progressive planners to ensure full coverage of experiences and outcomes throughout the school year. Learning should include revisiting mathematical concepts on a regular basis to support better the development of children's understanding and increase the pace and progress of children's learning.

Number, money and measure

- At early level, the majority of children add and subtract numbers to 10 mentally. A minority recall correctly the number sequence forwards and backwards from 0-20. The majority of children at first level round whole numbers to the nearest 10 and 100. However, at second level, children are less confident when rounding larger numbers. Only a minority of children at second level round whole numbers confidently to the nearest 1,000, 10,000 and 100,000. Across the school, children solve very simple number problems correctly. The majority of children at first and second levels identify and use simple strategies to answer calculations. The majority of children recall multiplication facts accurately when supported by numeracy resources. They now need to develop quicker and more accurate number facts to help them attain more successfully. At first level, children should develop skills to solve two-step problems. At second level, children require more opportunities to solve multi-step problems. Across the school, a minority of children calculate amounts of money appropriate for their age and stage. Most children, across all stages, need greater experience of using their number, money and measurement skills in real-life contexts.

Shape, position and movement

- At early level most children recognise a few simple two-dimensions (2D) shapes. At first level, the majority of children use mathematical language to describe a range of 2D shapes and three-dimensional (3D) objects. They tell the time using half past, quarter past and quarter to using analogue and digital 12-hour clocks. At second level, most children describe accurately the lines of symmetry on a given 2D shape. Children working at second level should develop their skills in identifying and describing the properties of 3D objects.

Information handling

- Across the school, children use tally marks appropriate to their age and stage to record data. Most children are less secure in representing this information using simple graphs. At first level, most children need to develop their knowledge of bar graphs. At second level, the majority of children identify bar graphs and explain their purpose. Most children at second level

require further experience of interpreting data from more complex information handling methods such as pie charts and line graphs.

Attainment over time

- A few children attend school on part-time timetables. The headteacher has developed clear plans to extend the school day for these children. School leaders should ensure that these plans are reviewed every six weeks in line with national guidance. Where part-time timetables are in place, there should be clearer interventions identified to support children to access their entitlement to a full-time education.
- Teachers have tracked children's levels of attainment in literacy and numeracy at P1, P4 and P7 over time. However, school leaders and teachers recognise that the assessment processes in school do not yield information that is sufficiently robust or reliable. As a result, children's attainment over time is not clear. The local authority provided accurate and helpful information to support staff to improve and increase the pace of children's learning. Teachers have used this information well to begin to increase children's progress in learning to ensure they are working within national expectations. School leaders need to take prompt action to support teachers to measure and record more accurately the progress children make as they progress through the school.

Overall quality of learners' achievements

- Across the school, children attend a wide range of music, social and sporting clubs and activities in school and the wider community. Children enjoy and develop their skills through many sporting activities. For example, children speak enthusiastically of attending netball, badminton, football, rugby and dance clubs. Recently, children benefited from a successful partnership with a local rugby club, offering them the opportunity to participate in local festivals. School staff are well supported by the Active Schools programme to provide an extensive range of lunch and after school sports clubs.
- Children are rightly proud of their significant success in achieving national awards. Recently the school has achieved a gold award in a national sports accreditation programme. The school has also achieved a silver award in recognition of their work to promote children's rights across the school. The children's achievements in digital literacy have been recognised by a national technology accreditation scheme. These experiences are helping children to develop the four capacities of CfE and extending their success beyond the classroom.
- Senior leaders understand the importance of developing children's leadership skills. Children undertake very effectively a range of leadership opportunities in school including reader leaders, digital leaders, sports leaders and pupil council. Senior children are proud of the roles as buddies for younger children, carrying out their duties with enthusiasm, commitment and responsibility. These groups have a very positive impact on the life and work of the school.
- Senior leaders and teachers celebrate children's wider achievements both within and outside school through attractive wall displays, assemblies and online platforms. Children are proud of their awards for supporting the school's values of safety, honesty, achievement, respect, kindness and teamwork. Teachers track carefully children's participation in clubs, groups, and activities to ensure that no child misses out. Moving forward, they should now support children to recognise and track the skills they are developing as a result of their participation.

Equity for all learners

- All staff know their children and families very well and have a sound understanding of the socio-economic context of the school. The headteacher uses PEF appropriately to ensure universal and targeted support for children to achieve. This includes additional staffing to

provide bespoke support to children who need it. Funding is also used to provide additional activities which help broaden children's learning in school and in the local community, including swimming and outdoor experiences. In addition, support has been provided to pupils who require additional social and emotional support. As a next step, the headteacher should now measure the impact of these interventions more rigorously to ensure that they are helping to reduce the poverty related attainment gap.

- Children who receive additional support for their learning are making steady progress in literacy and numeracy. Planned work needs to be shared more clearly between interventions and class-based work to ensure children can accelerate further their progress.
- School staff are sensitive in supporting families to reduce the cost of the school day. For example, the school provides pre-loved uniforms, Halloween outfits and Christmas jumpers to support families. With the support of the Parent Council, the school helps to subsidise the cost of wider opportunities and excursions for children.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.