Summarised inspection findings

Blacklands Primary School and Early Years Class

North Ayrshire Council

4 February 2025

Key contextual information

Blacklands Primary School is situated in Kilwinning and serves the Blacklands and Dirrans areas of the town. The school roll is 116 children arranged across six classes, three of which are multi-stage classes.

Almost all children reside in deciles 1 and 2 of the Scottish Index of Multiple Deprivation. A minority of children require additional support for aspects of their learning or wellbeing. A few children have English as an additional language. Almost half of the school roll are entitled to free school meals.

The headteacher has been in post for five years and is supported by a depute headteacher and principal teacher. The principal teacher is partially resourced by the Pupil Equity Fund (PEF) as is the school's nurture teacher. The school also has a raising attainment teacher, who is currently used for class cover.

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

- There is a very warm, inclusive and respectful ethos across the school. The whole staff team work very well together and demonstrate enthusiasm and ambition to improve outcomes for children and their families. All staff have a sound understanding of the context of the school and prioritise the need to ensure that all children are valued, cared for and safe.

- The school community reviewed and refreshed effectively their values this session. The pupil council has led this work. The values of 'respect, kindness, knowledge and fun' are evident in the day-to-day life of the school. Staff refer children to the school values regularly and discuss them fully during weekly assemblies. As a result, almost all children make links successfully between the values and a range of contexts and experiences. They explain the meaning of the values with confidence and recognise why they are important and relevant to the school community. They demonstrate the values very well in their interactions with others.

- Senior leaders conduct an extensive range of quality assurance activities across the year. These include audits of classroom environments, reviews of termly plans, and observations of learning. Senior leaders discuss fully the outcomes of quality assurance activities with teachers. They provide written feedback which focuses clearly on identified strengths and areas to address. They also collate clear 'big messages' that the whole staff team need to focus on. This approach is supporting improvements in learning and teaching.

- All teachers evaluate the work of the school effectively and are involved in agreeing areas for improvement. They also complete seven self-evaluations of their own practice throughout the year based on the standards outlined by the General Teaching Council for Scotland (GTCS).

All teachers identify well areas of strength and development needs and review these with the headteacher. This process supports all teachers to reflect fully on the standards and engage in purposeful dialogue to support continuous improvement. The headteacher should consider streamlining the approaches to self-evaluation. This would provide senior leaders and staff with increased opportunities and time to focus on embedding agreed improvements.

■ All teachers engage in career long professional learning which focuses on improving aspects of learning and teaching. This includes a block of study on promoting engagement, providing effective feedback and ensuring sufficient challenge in learning. All teachers took part in reflective dialogue and amended practice based on video observations. This work was accredited by the GTCS and improved teachers' confidence and their knowledge of effective pedagogy. This has helped to improve children's motivation and engagement in learning.

■ The school improvement plan has clear aims and objectives which staff have identified through self-evaluation and analysis of data. The plan contains relevant measures of success and appropriate timescales. Teachers participate in working groups and collaborate very well to take forward aspects of the plan. For example, they develop aspects of the curriculum, such as digital technology and talking and listening. In addition to focusing on current improvement priorities, all teachers lead and contribute to the regular review of existing school policies and guidelines. They retain flexibility within their working time agreement to enable them to address, in short-term working groups, any issues that arise. The overall approach taken to improving the work of the school is well organised, systematic and responsive.

■ Almost all pupil support assistants have leadership roles within the school. These include leading lunchtime clubs, supporting children's leadership groups and planning and delivering interventions. All support assistants are given development opportunities and feel that professional learning leads to improved practice. They feel empowered and make a very valuable contribution to the life of the school.

■ Parents now evaluate the work of the school more regularly as part of planned parental engagement activities. Senior leaders support parents to offer feedback on what is working well or needs to be reviewed. Staff and children also issue surveys regularly throughout the year to seek parents' views on specific topics. Senior leaders gather this information and use it effectively to support the school's self-evaluation and inform plans for improvement. Most parents feel that their views are considered.

■ The new Parent Council was established last session and is beginning to develop its role in supporting school improvement. They have worked in association with staff to plan fundraising events. The headteacher informed the Parent Council about the planned use of Pupil Equity Funding (PEF). As planned, senior leaders should develop further the contribution of the Parent Council in supporting change and improvement.

■ All staff support children's leadership groups effectively. Every child from P2 to P7 is fully involved in a leadership group where they work regularly in collaboration with their peers. Each leadership group has a relevant aim and clear action plan. Children record their intended outcomes and progress in attractive and detailed floorbooks. They link their work well to areas such as the school values and the wellbeing indicators. Children also take on responsibilities in areas such as road safety and act as monitors. Older pupils plan and lead extra-curricular clubs for other children during lunch breaks. Almost all identify the positive difference their work has made to the school. Children seek parents' views on issues such as reducing the cost of the school day and learning and teaching. They collate the key themes from the responses successfully and share these at weekly whole school meetings. Children

make suggestions confidently as to how to address issues raised. Almost all children feel that their views are listened to and most feel they are taken into account.

■ The headteacher and staff have used the school's PEF allocation very effectively to increase participation and achievement. It is also used to provide successfully additional support for children who have barriers to their learning. The focus of the PEF spend is based on the staff's sound knowledge of children and their families and their analysis of needs. As a result of this approach, children gain valuable experiences and develop confidence, resilience and improved social skills. Senior leaders are well-placed to analyse more closely the impact of additional funding on attainment. As planned, the headteacher should also involve the Parent Council more fully in decision making about the work of the school and the use of additional funding.

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 are polite, friendly and proud of their school. Children speak confidently about, and model well, the refreshed school values which are visible throughout the school. All staff reinforce expectations in a calm and caring manner. They encourage and support children to demonstrate positive behaviour through their use of nurturing principles, school values and through setting clear expectations. Staff support a few children who require support very effectively to regulate their behaviour. Almost all children across the school consistently display positive behaviour.

■ Teachers are effectively implementing aspects of development work in learning and teaching. They are promoting children's engagement by ensuring the classroom environment meets the needs of all children and providing relevant, interesting learning activities. This is leading to direct improvement in the children's readiness to learn. Most children engage well in learning activities and are motivated and keen to do their best. Most children work successfully in pairs and small groups when given the opportunity to do so. In a few lessons, where lessons are overly teacher-directed, a few children disengage from learning. Staff should ensure that all learning activities are appropriately supportive and challenging to fully meet the needs of all children.

■ In the majority of lessons, teachers refer to previous learning to help children make links across the curriculum areas. They use clear explanations and instructions to support children well to understand the purpose of their learning and make connections to prior learning. In the majority of lessons, teachers ensure children are clear about what they will learn and how they can be successful in their learning. In the majority of lessons, teachers use verbal feedback and questioning effectively to help children make progress. They should now further develop approaches to providing high-quality written feedback more regularly.

■ In almost all lessons, learning experiences are relevant to children's interest and the context in which they live. This is helping children to make links with other areas of learning. Teachers plan well a range of learning activities which encourage children to be active and creative in their learning across the curriculum. This also helps children to work in a range of ways for a variety of purposes.

■ Staff are at the early stages of developing learning through play. They have developed spaces which are providing improved opportunities for play based learning. Children are beginning to explore, discover and solve problems in imaginative ways. Staff now need to make better use of national guidance on early learning and childcare. This should help them to develop their understanding of the role of the adult, particularly with interactions and observations.

- In most lessons, teachers use digital technology well to share information with the children. In the best examples, teachers use digital technology creatively to extend and deepen children's learning. A group of children are identified 'digital leaders.' They help children and staff across the school well to work with aspects of digital technology, such as digital tablets and programmable toys.

- In the majority of lessons, teachers use a range of assessment strategies to check children's understanding and provide feedback. This supports children to understand better their next steps in learning. In a few lessons, children engage well in peer- and self-assessment. All children benefit from regular conversations about their learning and progress and set weekly targets in their 'pupil planners'. These are helping children to be more focused on how they will be successful in their learning.

- Staff use an assessment calendar well to provide consistency in assessment across the school. They use a range of standardised and end of unit assessments in literacy, numeracy, health and wellbeing and across learning that links curriculum areas. They have started to develop high-quality assessments in numeracy. Senior leaders are supporting this work by providing targeted professional learning. These assessments are supporting teachers' professional judgements about children's attainment and progress. Teachers need to now ensure that assessment is integral to the planning of children's learning. All teachers have engaged fully in moderation activity of numeracy within school and across their learning cluster. As planned, teachers should broaden the scope of moderation to other curricular areas, planning and learning and teaching to support their professional judgements across the curriculum.

- All teachers plan children's learning over a range of timescales. They work collaboratively to plan for learning which uses links across different subjects. Through effective self-evaluation, teachers have identified a need to improve approaches to medium-term planning. They have established a short life working group to develop and pilot a new format. The majority of teachers take children's views into consideration when interdisciplinary themes are being planned. Teachers now need to involve all children more in planning learning, building on their interests, knowledge and skills.

- Teachers participate in termly tracking meetings with senior leaders to monitor children's progress in literacy, numeracy and health and wellbeing. At these meetings, teachers discuss the individual progress of all children including those who face barriers to their learning. This approach is supporting teachers' ability to review data. Senior leaders should build on existing practice with teachers to analyse and interrogate data more thoroughly to ensure gaps are identified promptly and progress is maintained for all learners.

2.2 Curriculum: Learning pathways

■ Teachers use progressive pathways in literacy, numeracy, health and wellbeing, technologies and expressive arts to plan learning. They use these effectively to ensure children build on prior learning experiences and provide appropriate progression in these curriculum areas. Teachers now need to develop progression pathways in other curricular areas to ensure breadth and depth of learning.

■ Teachers are beginning to plan more regular opportunities for children to learn outdoors. Staff are developing their use of the school environment for outdoor learning. This is helping them to increase their confidence in delivering learning in a range of contexts. As planned, teachers should build on this positive start to plan progressive outdoor learning experiences across the school.

■ Children experience two hours of physical education each week. Staff now need to develop a progression framework to ensure children experience consistently high-quality opportunities and develop skills in a progressive way. The school has achieved national accreditation for its work in sport. Pupils have been trained as sports leaders and work effectively to plan and organise physical activities for all children across the school. They use feedback and surveys effectively to ensure opportunities are varied and accessible to all children.

■ Children learn French from P1 to P7. Children across the school are developing their French language skills progressively. In line with the 1+2 approach to modern languages, children in P5 to P7 learn Spanish at assemblies, through focus weeks and one-off events.

■ All children have access to a range of texts and genres from the school library. Reading buddies have created a new library space which is attractive and welcoming for children. Staff recommend authors and all children have dedicated time to read for enjoyment daily. All classes have reading spaces that children can relax in and enjoy reading.

■ Staff work together well at times of transition to support children's health and wellbeing as they move to the next stage in their learning. Teachers and early years practitioners develop robust plans to support children as they progress from the early years class (EYC) to P1. All pre-school children plant their own flower seed in the school poly tunnel as the end of their EYC experience. They receive the flower in bloom when they progress to P1. This helps them to make links between the EYC and P1 and to their own growth and progression. Teachers support children well through planned events as they progress from P7 to S1. These plans include an enhanced transition programme to support children who require additional support.

2.7 Partnerships: Impact on learners – parental engagement

- All staff have established strong, supportive relationships with parents. As a result, parents know that they can seek advice and support at any time. Senior leaders work with a wide range of partners to ensure parents and families access appropriate help and advice. Staff provide frequent opportunities for families to learn together, such as the 'share the learning' events. This helps parents to understand their child's learning and support them in their learning at home.

- Staff use a range of communication tools well, such as newsletters, social media and an online application, to ensure that parents are informed and involved in the life of the school. This helps parents to engage in their child's learning more fully. Almost all parents feel they receive helpful, regular feedback about how their child is learning and developing.

- Parents are consulted on school improvement, for example, the formation of the school's values. This helps engage families and promote collaboration within the school community. Staff should continue to explore further ways to encourage the newly appointed Parent Council to impact school improvement.

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

■ Almost all children feel safe at school and believe that children behave well. Almost all say that staff treat them with respect and that they have someone in school to speak to about worries or concerns. Children are considerate of the needs of others and demonstrate understanding of inclusion. They are happy at school and are proud to be members of the Blacklands community.

■ A minority of children in the school need significant support to regulate their emotions and to cope with social interactions and change. All staff have participated in relevant professional learning that increases their knowledge and understanding of how best to assist these children to manage their own behaviour. Almost all staff are respectful, patient and consistent in their approach. They use visual prompts, clear communication and effective routines to help children to feel secure, settled and safe. Almost all staff deal with instances of dysregulated behaviour effectively and intervene appropriately to reduce risk. This is having a very positive influence on children's self-esteem, wellbeing and readiness to learn.

■ Younger children who require additional support with their wellbeing benefit from attending the 'morning group'. They have opportunities to talk about their feelings and engage in small group and individual activities. This intervention supports them very effectively to have a calm, settled and structured start to their school day.

■ Teachers make highly effective use of the 'cosy corner' to support children who require additional support with aspects of their wellbeing and learning. This includes a small group of younger children and individual children from across the school. The staffing for this support is partially funded through PEF. Teachers have developed an environment which is warm, nurturing and attractive. It reflects the children's interests well and as a result, children are motivated to learn. Children demonstrate a clear sense of purpose and ownership when engaging in very well-planned and creative activities. They form respectful and supportive relationships with staff and peers and develop their confidence and social skills very well. This resource is having a very positive impact on children's emotional wellbeing and learning.

■ At the start of this session, staff initiated a support group for young carers across the locality. The headteacher applied successfully for grant-funding to provide snacks and resources for the group and the principal teacher leads the initiative. Area inclusion officers provide transport and participate in the activities with the children. As a result of this intervention, children who have additional caring responsibilities at home have opportunities to play and socialise with other young carers. This is helping them to develop a network of friends with shared experiences beyond their immediate school community. They participate in emotional check-ins and have access to staff to discuss any concerns or worries. They also offer support and care for each other. Children describe it as an enjoyable and relaxing part of

their week and feel it benefits their wellbeing. Whilst the young carers group is relatively new, there are early signs that it is having a positive impact on the wellbeing and inclusion of this cohort of children.

■ The area inclusion worker leads very well a range of activities to support children with identified wellbeing needs. These include the cooking club, which involves children and their families, and the lunchtime inclusion club. These activities support children to develop new skills, build confidence and make friends.

■ Children lead groups and activities successfully that promote health and wellbeing across the school. For example, the 'Respect Me' group raises awareness of bullying issues and manages the 'buddy bench'. This supports inclusion and wellbeing in the playground. Most children feel that bullying is dealt with effectively, or that they have not experienced bullying, and that other children are respectful towards them. The Rights Respecting Group coordinate the school's approaches to promoting children's rights and gathers evidence to support accreditation. These opportunities encourage children to recognise the importance of wellbeing, equality and inclusion and help them to understand how these apply in real-life contexts.

■ Children across the school are developing their understanding of children's rights. They speak about a few of the rights with confidence and understand the principles of the United Nations Convention on the Rights of the Child. They know about the right to play and the right to have an identity and are clear about why these rights are important. As planned teachers should support children to deepen further their knowledge of issues such as diversity and equity.

■ Children benefit from regular access to the extensive outdoor environment. They develop well their physical fitness through planned 'Fit 15' sessions and regular exercise outdoors. The headteacher uses PEF and grant funding well to provide children with access to a wide range of play equipment. This includes a running track that is used frequently by children across the school. Almost all children feel that the school teaches them how to lead a healthy lifestyle.

■ Teachers set long- and medium-term targets for children who require additional support for aspects of their learning and wellbeing. Under the leadership of senior leaders, teachers create targets that are increasingly specific and measurable. Teachers are well-placed to continue to develop their skills and confidence in this area of their work to support all children to make the best possible progress. All parents and children are invited to contribute to the development of children's individual targets. As planned, staff should provide further opportunities for parents and children to be involved more fully in evaluating the progress that has been made to achieving the intended outcomes. Children who require additional support benefit from a very wide range of class, group and individual interventions, such as numeracy, literacy and nurture support. These have a positive impact on their wellbeing and learning. Senior leaders should develop further a strategic and cohesive overview of the progress made by individual children and cohorts of children who receive additional support. This will help them to identify trends in progress and inform the planning of future interventions.

■ Staff comply fully with statutory duties relating to safeguarding, attendance, bullying and supporting children with additional needs. They assess care experienced children for additional support and determine whether a coordinated support plan is required.

- Almost all children have a good understanding of the wellbeing indicators. They complete self-evaluations about their wellbeing twice per year and any concerns raised are addressed by staff. Additional self-evaluations are used as required for identified children.

- Children receive their entitlement to religious and moral education (RME) and religious observance. Teachers use a helpful overview of contexts for learning, which they link to RME CfE experiences and outcomes, to plan children's learning in this area. This helps them to ensure children experience all RME experiences and outcomes as they progress through the school. Children would benefit from a progressive learning pathway in RME which should support them to develop an understanding of different faiths and deepen their understanding of diversity. Children's religious observance is supported very well through school assemblies and community partnerships.

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

■ Overall attainment is good. Most children at P1 achieve the expected Curriculum for Excellence (CfE) level in all aspects of literacy. The majority of children in P4 achieve the expected level in reading and writing. Almost all children in P4 and P7 achieve the expected level in listening and talking. Most children in P7 achieve the expected level in reading and the majority achieve the expected level in writing. Across the school, most children achieve expected level in numeracy.

■ Most children who require additional support with their learning make good progress towards their individual targets.

Attainment in literacy and English

■ Most children make good progress in literacy and English. A minority of children are capable of making better progress.

Listening and talking

■ Most children who have achieved early level recognise and generate rhyming words. They attempt to take turns when taking part in group discussion but require support to refrain from interrupting others. Almost all children who have achieved first level listen and respond to others well in a respectful way and recognise fact and opinion in a spoken text. They communicate clearly. Almost all children who are on track to achieve second level build positively on the contributions of their peers and show respect for the views of others.

Reading

■ Most children who have achieved early level use their knowledge of letters and sounds to read phonetic words. They need support to use letter patterns to read unfamiliar or tricky words. They make predictions about stories based on the front cover and illustrations and relate texts to own experiences. Most children who have achieved first level answer literal and inferential questions and offer ideas about character and purpose of text. They read with fluency but need to improve their use of expression and punctuation when reading aloud. Most children who are on track to achieve second level apply a range of reading skills well to read and understand texts. This includes skimming, scanning, predicting, and summarising. They are less confident to answer evaluative questions about texts.

Writing

■ Most children who have achieved early level form most lower case letters legibly and leave a space between words. They need support to use capital letters and full stops appropriately. Children who have achieved first level write for a range of purposes and use connecting words appropriately to enhance their writing. They need to improve the presentation of their written work and ensure that they spell common words correctly. Children who are on track to

achieve second level are developing a range of punctuation and use paragraphs well to separate ideas. They are able to apply key features of a genre to convey information clearly and with purpose.

- Children across the school would benefit from more regular opportunities to write independently. This includes writing more regularly in a variety of contexts across the curriculum.

Numeracy and mathematics
- Most children make good progress in numeracy and mathematics. A minority of children are capable of making better progress.

- At all stages, children would benefit from more regular opportunities to revisit taught mathematical concepts to deepen and consolidate their learning.

Number, money and measure
- At early level, most children count on and backwards to 30. They are able to count in twos and starting from a number beyond 0. Almost all children order numbers and add within 20, however less than half can confidently subtract. The majority of children at early level share equally between two and four people. They are able to compare and describe length, height and mass using language including taller, shorter, heavier, lighter and longer. At first level most children round to the nearest 10 and 100. Most describe halves and quarters and can find a fraction of a number. They benefit from more real-life experiences using analogue and digital clocks to reinforce their understanding of time. At second level most children round numbers to one decimal place. The majority find a fraction of an amount but find it challenging to show equivalent forms of fractions, decimals and percentages.

Shape, position and movement
- The majority of children who have achieved early level identify and name common two-dimensional shapes. They understand, and accurately use, positional language including above, below, under and on. Most children who have achieved first level identify symmetry in patterns, pictures and nature. They create symmetrical designs with at least one line of symmetry. Most children who are on track to achieve second level use mathematical language to describe the properties of shapes including edge, face and vertex. They are less confident in using language associated with circles. They identify right angles but need more confidence in understanding a wider range of angles.

Information handling
- As children progress through the school, they select and use the most appropriate way to gather and sort data for a given purpose in relation to their age and stage. Most children who have achieved early level sort items by colour, shape and size. Across first and second level, most children use simple graphs and tally marks to present and interpret information. They are able to transfer these skills into real life contexts to create surveys and draw conclusions. At second level, most children use the language of probability to describe the likelihood of something occurring, for example, likely, possible, impossible and certain.

Attainment over time
- Senior leaders and teachers meet regularly to track children's progress in literacy and numeracy. Senior leaders should continue to use this data to identify children with gaps in their learning and provide targeted interventions to close such gaps. Across the school, the attainment of a minority of children has decreased over time in numeracy and mathematics, reading and writing. Across the school attainment in listening and talking remained steady.

- Staff have identified that absence has had a significant impact on the attainment of a minority of children. In 2022/23 the school's attendance rate was 88% and in 2023/24 there was a slight increase to 88.7%. This was below the national average. A third of children currently have attendance below 90%. The headteacher has introduced a new approach to informing parents about the overall attendance statistics. This has helped senior leaders to raise the profile of this issue with the school community. Children who have high absence are invited to join activity clubs and offered interventions to motivate them to attend. These include breakfast club, morning toast for all children and whole class weekly breakfasts. The headteacher and area inclusion worker make regular contact with families to encourage improved attendance and offer practical help. For example, they organise transport or signpost parents to agencies that can provide assistance. Staff exemplify the positive impact this approach is beginning to have on individual children. Senior leaders are well placed to continue to support families to raise attendance across the school.

Overall quality of learners' achievements

- Children value their achievements being recognised, including those gained out with school. These are celebrated very successfully in a range of ways including 'We Highlight Out of School Heroes' (Whoosh), assemblies and high-quality displays. Across the school, children are developing important skills by engaging in a wide range of additional roles. These include house captains, 'Respect Me' ambassadors and sports leaders. Staff should now provide opportunities for children to develop knowledge and understanding of the skills they are developing. This should help them to consider how these can be applied in learning, life and work. As planned, senior leaders should develop a system to track the skills children are developing.

- All children in P3 to P7 contribute to the life of the school very well through their participation in pupil leadership groups. All children in P1 and P2 are supported by older pupils to participate in regular decision making through activities identified at school assemblies. They enjoy taking on roles of responsibility, such as litter pickers. Almost all children recognise the effective contributions they make to their school community.

- All children access a very wide range of lunch and after school clubs. Through these they develop a wide range of practical skills. Senior leaders gather and analyse participation and achievement data effectively to help ensure no child is at risk of missing out from these valuable experiences.

Equity for all learners

- Senior leaders and staff know children and families very well. They act quickly to address challenges and barriers to children progressing in their learning. Senior leaders use PEF effectively to help to improve children's wellbeing. Identified children who require additional support with their wellbeing are developing their readiness to learn through helpful interventions in health and wellbeing, such as nurture support. Pupils support assistants provide a few interventions to support children's literacy and numeracy, such as interventions to support children's development of talking and listening skills. Senior leaders should collaborate with stakeholders to identify further appropriate use of PEF aligned to developing core literacy and numeracy. This should help to raise attainment.

- All staff are aware of the cost of the school day. They take steps to minimise potential barriers that might limit children's participation and achievement in school activities. The headteacher secures funding to support activities beyond the classroom. This includes fully funding annual trips and after school activities which give children access to real life contexts for learning. All children benefit from free access to healthy snacks, outdoor clothing, and school uniform.

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.