

Summarised inspection findings

St Ninian's Primary School

Dundee City Council

14 May 2024

Key contextual information

St Ninian's Primary School is a Roman Catholic school in the Menzieshill area of Dundee. At the time of the inspection there were 251 children across nine classes. Just over 70% of children who attend the school live in Scottish Index of Multi Deprivation (SIMD) areas 1 to 4. 83% of pupils are registered for free school meals. The headteacher and depute headteacher have been in post for 12 years.

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 senior leadership team provide strong and effective leadership. They have created a very positive and supportive ethos in which children, staff and families feel valued. The headteacher and depute headteacher have a shared vision that ensures all children feel loved and respected. This vision permeates the work of the school. Staff and children demonstrate the school values in their interactions with each other. In their 12 years in post, senior leaders have led changes and improvements very effectively. They have responded well to the ongoing changes in demographics such as an increase in the school roll and more children attending the school who have English as an additional language.
- Across the school, staff are very reflective of their practice. Strong teamwork and dynamic leadership results in a proactive and positive staff team that are focused on improving the work of the school. Senior leaders and staff use a range of information to identify appropriate priorities for improvement. These priorities are well considered and focus on improving outcomes for children.
- Senior leaders and staff have a thorough understanding of the social, cultural and economic context of the school. They know children and families very well and have positive relationships with the school community. Staff use this information very effectively to ensure they are well informed about challenges that may impact on children's learning, attainment or wellbeing. Across the school, staff have high expectations of children. They ensure economic challenges do not present barriers to how well children attain and achieve.
- Almost all parents are extremely positive about the school. They feel that the headteacher and staff have a clear vision for the school. Parents appreciate the work of the school and the love and support provided by senior leaders and staff. Parents identify how staff go above and beyond what is required to ensure all children feel valued and respected. They recognise the strong and visible leadership of the headteacher and depute headteacher. The views of parents contribute to driving change and improvements. For example, parents' views contributed to the development of the relationships policy. The senior leadership team are very responsive to parents' views and parents feel well informed about the work of the school.

- Staff across the school are highly committed to continuous professional development in order to improve outcomes for children. Ongoing professional dialogue, professional review meetings and strong teamwork creates a culture in which staff continually seek opportunities for change and improvement. Professional learning opportunities are appropriately matched to the needs of children in the school. For example, all staff participated in training related to trauma informed practice. As a result, staff have a greater understanding of the challenges faced by some of their children and families. Staff use their learning well to support and care for children.
- The senior leadership team have created a culture of leadership across the school. All teaching staff lead on key priorities linked to the school improvement plan. These areas of leadership are leading to improved outcomes for children. For example, recent work on pedagogy and the importance of developing a better understanding of the learner has resulted in high quality learning and teaching across the school. This culture of leadership results in highly motivated staff who understand that they have individual and team responsibility for improving outcomes.
- Staff have developed important and successful partnerships with local cluster primary schools and their designated secondary school. This highly effective collaborative working supports staff in St Ninian's to pilot initiatives and share practice with others. For example, the school has recently piloted new approaches to learning profiles for P7 pupils who are moving to secondary school. Staff in St Ninian's are proactive in participating and leading on initiatives across improvement partnership schools that support colleagues, such as sharing very good practice in their learning and teaching. These close working partnerships with other schools is leading to a motivated staff team who are enthusiastic about learning from colleagues and share their knowledge to benefit other schools.
- Across the school there is a strong focus on children's leadership and pupil participation. Staff provide children with regular opportunities to contribute their views and to be involved in school improvement and decision making. For example, information from children's surveys and children's focus groups were used to change approaches to the digital learning offer. Children participate very well in a wide range of improvement activities such as the Junior Leadership Team, Playground Problem Solvers and Rights Respecting Schools Team. They talk positively about the skills they are developing including problem solving, communication and organisational skills. Children discuss the impact of their decision-making such as the creation of the playground charter to support positive behaviour. Children have been involved in auditing the school environment in order to maximise learning. These leadership opportunities are helping children to realise their rights and understand that their views are important and valued across the school community.

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

- Children enjoy learning in a warm and caring environment. Almost all children display positive behaviour. All staff know children, their families and the community very well. Across the school, relationships are positive and nurturing. There is a strong work ethic across the school. Children understand the purpose of learning, respect staff, and are proud of their school. School leaders and staff foster a learning culture where children know their voice is listened to and their views are valued and acted upon. A whole school commitment to children's rights is evident at all stages. Children learn and play in a calm and purposeful environment. As a result, they are motivated and enthusiastic learners. They are respectful to adults and their peers. Children are kind to each other and work well in pairs and groups. They play well in the school grounds where children of all ages socialise and play together.
- Children understand their rights as outlined in the United Nations Convention of the Rights of the Child (UNCRC). These feature in class lessons, assemblies and in displays around the school. Children recognise their role as rights ambassadors and their responsibility to respect and support their peers in their work and play. Across all stages, children are eager learners and are motivated to do their best in tasks and activities across the curriculum. The focus on children's rights is supporting almost all children to display positive behaviour in their learning and play.
- Across the school, children benefit from consistently high-quality learning and teaching. At the outset of lessons, all staff use clear instructions to share the purpose of the learning. In most lessons children are invited to outline the steps required to achieve success. Teachers use questioning very well to check understanding and promote reflection, curiosity and further exploration. School leaders, teachers and support staff have shared ambitions, standards and high expectations for children's learning. Everyone is encouraged and supported to do their best.
- All teachers ensure children experience differentiated learning that is well matched to their needs. Children who need extra help with their learning are very well supported by teachers and support staff. This includes the provision of individual and small group learning activities that support children to improve reading, writing and numeracy skills. Teachers also ensure high-attaining children receive appropriate challenge in their learning. The pace of lessons is managed appropriately by staff. They ensure children complete tasks within given timescales and present their work well. Most teachers use praise well to support children to improve their work further. They should continue to ensure written feedback provides children with a better balance of praise and next steps.
- Staff have worked well together to improve learning environments across the school. Classrooms have been decluttered, offering space for learning and play. Children have access to high quality resources and tools they need in their learning. Wall displays are used well to

display prompts for learning and children's work. Almost all staff use displays well in their teaching, for example in referencing school values.

- Children use a range of digital tools to support and enhance their learning. Across all classes children use laptops and tablets regularly. As children move through the school, they access digital platforms to find texts for reading for enjoyment and research. In a recent development, children have been introduced to virtual reality headsets to support motivation and creativity in their writing. Staff use digital screens effectively in lessons to provide instructions, share examples of work and provide video links to enhance lessons. Staff use a digital platform well to record children's work and achievements and to share learning and progress with parents.
- Children at P1 learn through a well-considered approach to play pedagogy. Staff have a sound understanding of national practice guidance. They create purposeful learning environments that support children well to be curious and make independent choices. Children reinforce and consolidate their learning in literacy and numeracy through quality interactions and use of open-ended materials. As a result, children are developing as engaged, motivated and independent learners.
- Senior leaders have adapted local authority learning pathways to support the planning, assessment and recording of learning and teaching across the curriculum. This electronic tool is used by all staff to plan learning each term. School leaders monitor these plans and discuss progress regularly in both informal ongoing discussions and timetabled tracking meetings. Increasingly, teachers work very well with each other to plan learning and teaching, share ideas and resources and evaluate their work. Experienced teachers support and mentor newly qualified teachers in planning and assessment. This supports consistency in whole school approaches to planning learning. School leaders have plans to review aspects of the curriculum and recognise the need to develop a framework to enhance planning across the year.
- Across the school, teachers use assessments effectively. This includes a range of standardised, commercial and teacher devised tools. Teachers store children's assessment tasks, clearly marked with success criteria and evaluation of children's work. This information is shared regularly with parents and appropriate members of staff. Staff use the information well to inform next steps and plan new learning. Teachers' plans outline clearly what is to be assessed. Moving forward, staff should continue to develop assessment approaches such as the nature, format and timing of assessment as an integral feature of planning. Teachers use data to identify gaps in children's learning and plan interventions and support. As identified, staff should continue to improve how assessment information is used to identify and address gaps in attainment.
- Teachers work very well together in the moderation of children's work. This includes sharing standards and expectations with their local cluster primary schools and designated secondary school. Teachers across the cluster have adopted a shared approach to recording children's progress across Curriculum for Excellence (CfE) second level. This supports improved understanding of children's achievements and learning needs during transition.
- All staff know children very well and have a good understanding of the factors related to poverty in their local community. Senior leaders and teachers plan a variety of interventions to support children who require help with their learning or wellbeing due to barriers to learning or factors related to poverty. This is managed well and discreetly.

2.2 Curriculum: Learning pathways

- Teachers plan learning using progressive pathways which are based on the experiences, outcomes, and principles of curriculum design. These are in place for all curriculum areas. Staff use them effectively to plan, highlight areas of assessment and evaluate learning and teaching. This helps teachers to ensure that children develop important, progressive skills as they move through the school. Teachers should ensure that as part of planning, they consider how children will apply their learning and what children will say, make or do to assess their learning.
- Staff have developed a progressive outdoor learning curriculum pathway, 'Love Outdoor Learning' This learning pathway builds on and develops children's prior learning. Approaches to outdoor learning promote teaching, learning and collaboration across all stages of the primary school. As planned, staff should continue to develop links from children's outdoor learning to their skills development. This should help children better understand the knowledge and skills they are developing through engaging in outdoor activities.
- Staff ensure all children receive their curriculum entitlement of two hours of quality physical education each week. Children across the school learn French from P1 to P7 and Spanish from P5 to P7. The teaching of modern languages is taught appropriately through a combination of discrete and integrated learning opportunities.
- Children benefit from regular Catholic religious education. Teachers make effective use of This Is Our Faith, the Scottish Catholic Education Service guidelines for religious education in catholic schools in Scotland. Children have very strong links to the local church and participate in religious observance through daily prayer, assemblies, and school and parish Masses. Children understand how putting faith into action can make a positive difference both in school and in the local community.
- Children enthusiastically borrow books from the library and take them home. The provision is supported by P7 children who take on leadership roles to support access to the library for children across the school. Children visit the school library regularly and make recommendations to others, highlighting books that they have read and enjoyed. This helps develop children as independent readers and enhances their reading skills at home and at school.
- Staff work with partners to enhance the curriculum and provide children with opportunities to develop skills for learning, life, and work. They plan a World of Work Week to encourage partners from a range of professions and vocations to attend school. Children experience talks and presentations on how knowledge and skills are developed and applied in the workplace.

2.7 Partnerships: Impact on learners – parental engagement

- The senior leadership team and staff have positive relationships with parents, carers and families. Parents are kept informed of school activities through newsletters, social media and an online application. They value contact from the school about their child's learning. Parents are kept up to date with the progress children are making through well attended open events and family learning activities such as stay and play. This helps them to understand teaching methods and increase their knowledge in the use of phonics, coaching and other aspects of school life.
- Parents value the buddy support system at P7/P1 and P6/P2. They feel this helps the transition process. They appreciate the enhanced transition opportunities for children facing challenges as they move to a new phase of learning.
- The Parent Council enjoys a positive working relationship with senior leaders. The headteacher shares priorities in the school improvement plan. Parents are active in organising fundraising events. They have worked with school staff to establish a foodbank and uniform donation bank. The Parent Council are aware of how Pupil Equity Funding (PEF) is being used such as help with payment for trips, residential experiences and the purchase of laptops for class support. Staff should support the wider group of parents to have increased decision making as to how PEF is being used to support learning in school.

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. At the time of the inspection, there were no identified areas for development.

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

- Across the school, relationships between staff and children are very positive. The school values are evident in day-to-day practice. As a result, children are happy and confident. Children feel well supported by staff and they know that if they are worried, they can talk to adults in school. Almost all children behave well and are respectful to adults and each other. Children demonstrate care and support for each other.
- Staff are helping children very well to understand the wellbeing indicators. Children use a shared language when talking about their emotions and wellbeing. They talk confidently about the wellbeing indicators. For example, they know what it means to be safe, healthy and nurtured. Ongoing work in classes and assemblies helps children understand how they can use the wellbeing indicators to understand and improve their own wellbeing. Visual displays are increasing children's vocabulary and understanding.
- Children have a very good understanding of their rights and how rights can help everyone across the school. Supported by the Rights Respecting School (RRS) group, children talk and refer to their rights in all aspects of their day-to-day activities. Children and staff have developed 'rights scripts'. These are used to provide child friendly guidance about how each of the relevant rights should be used to create a supportive and inclusive ethos for everyone.
- Senior leaders and staff are highly committed to helping children recognise and manage their own thoughts, emotions and behaviours. Children are developing a very good understanding of events and circumstances that cause them to experience emotions such as being worried, angry or feeling anxious. Strategies to help children manage their feelings and behaviours are used and discussed consistently throughout the school. Staff use visual aids to prompt children to use a range of strategies to regulate how they are feeling. Children at P7 are trained to support younger children to adopt these strategies in the playground. Children talk confidently about how they are feeling and display respectful and positive behaviours.
- Children are developing a very good understanding about what they need to do to keep healthy and safe. For example, they know about the importance of different types of food to keep healthy and are aware of the harm caused by substance misuse. Learning and activities to develop children's health and safety are impacting positively on their wellbeing. Children have very good opportunities to develop physical fitness through a range of activities and sports such as dance, football and tennis. Outdoor learning is helping children understand about the benefits of being outdoors and the positive impact on their physical and mental wellbeing.
- Senior leaders and staff are effective in providing individual interventions to support children's learning and wellbeing. Staff use effectively a clear process for identifying and supporting children who require support. Teachers and senior leaders talk regularly about the support children receive in class. Support and interventions are discussed at planning meetings

involving staff, parents and partners. Teachers' interventions are well-planned, recorded and tracked through detailed Addressing Barriers to Learning (ABLE) plans. Children who have additional support needs benefit from a wide range of targeted interventions. For example, staff use specific resources to improve fluency in reading. Senior leaders and staff review support strategies to determine if they are leading to improved outcomes. As a result, children who face barriers to their learning make good progress.

- Support staff contribute very well to helping children learn and play successfully. Support staff have a very good understanding of the strengths and abilities of children, including issues that may impact on their wellbeing. They use professional learning opportunities well to support children. Support staff work in collaboration with teachers and senior leaders to improve attendance. The school has recently implemented approaches to tracking children who show deteriorations in attendance. The senior leadership team communicates with parents to remind them of the impact of absence on their child's learning. As a result, attendance has improved. Across the school, children are encouraged to 'Strive for Five' to help all children and families understand the importance of maintaining good attendance.
- Staff have very good understanding of their responsibilities and statutory duties related to wellbeing, equality and inclusion. Approaches to child protection, safeguarding and meeting the additional support needs of learners are firmly embedded in legislation and national guidance such as Getting it right for Every Child (GIRFEC).
- Children benefit from effective partnerships with other agencies and specialists. Senior leaders and staff work closely with health professionals and partners to support children's wellbeing. Partners speak very positively about how staff in the school engage with them to implement high quality support for children. This effective partnership work ensures the learning and wellbeing needs of children are very well met.
- Children are developing an understanding of diversity through class lessons and school assemblies. Children speak confidently about their identity and that this means everyone is different and unique. Across the school, staff and children recognise and respect different cultures, languages and religions.
- Senior leaders and staff ensure that all children feel included and respected. Staff have high expectations of all children in relation to their learning and behaviour. Senior leaders and staff have a good understanding that some children may face barriers to learning as a result of their social or economic status or additional support needs. They work hard with children, families and partners to ensure children can overcome these barriers and have every opportunity to attain and achieve.

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

- Most children in P1, P4 and P7 achieve expected Curriculum for Excellence (CfE) levels in reading, writing and numeracy and mathematics. Almost all children achieve in listening and talking. Across literacy and numeracy, children's attainment is above or in line with the local authority and national measures. A few children are exceeding national expectations.
- Most children who receive additional support for their learning make good progress against their individual targets for learning. A minority are predicted to achieve nationally expected CfE levels.

Attainment in literacy and English

- Across the school, most children are making good progress in literacy and English. By P7, a few children are making very good progress in reading and writing.

Listening and talking

- Across the school, most children listen well and speak with confidence in group and class activities. Children at early level enjoy exploring patterns and sounds and participate actively in rhyming stories and tasks. They follow simple instructions well and respond to questioning with confidence and enthusiasm. Children working towards first level are developing skills in engaging in small group discussions. They express their views well. They now need support to take turns and contribute at an appropriate time. In their eagerness to participate, they are not yet listening well to others. Most children working towards second level demonstrate effective skills in listening and talking. They have developed strategies to engage well with others, including building on the contribution of others by clarifying points or providing additional ideas and examples. They respond well to a range of literal and inferential questions and demonstrate understanding of spoken texts.

Reading

- Children at all stages enjoy reading a range of books and digital texts. Most children at early level use their knowledge of sounds and letters to read words. They use images in texts well to support their understanding. They are developing skills in using their growing knowledge of sight vocabulary to read aloud texts in books. Children working towards first level identify and locate key information in texts and make notes to organise their findings. They enjoy using information they have read to predict what happens next. When using digital tools, a few children at first level need support to select appropriate texts. Children working towards second level read with fluency, expression and understanding. They recognise techniques used to influence the reader, including choice of vocabulary and emotive language. They understand how to identify reliable sources when using digital platforms for research tasks.

Children across first and second level talk with confidence about books they have read. They identify preferred genres and authors and enjoy suggesting novels for their classmates to read.

Writing

- At early level, children are developing early writing skills. They use pencils and pens with increasing control and confidence. They attempt to spell and write familiar words correctly. Most write simple sentences independently using capital letters and full stops. Children working towards first level write regularly for a range of purposes. They present their writing in a clear and legible way. They are developing confidence in writing independently using accurate spelling and punctuation. For example, children recorded facts about Dundee landmarks and things to do during a visit. They enjoy writing book reviews to share with others. Children working towards second level practise a broad range of writing skills in their class work. Most write with fluency, using paragraphs to separate thoughts and ideas. They organise and present information in a logical way and use vocabulary and language well to engage the reader. They summarise information and use the facts gathered to present a clear report about climate change. Their love of reading is reflected in their imaginative writing through the creation of interesting characters.

Numeracy and mathematics

- Overall, most children are making good progress from prior levels of attainment. A few children are making very good progress.

Number, money and measure

- At early level, almost all children add and subtract within 10 and a few children extend this within 20. They are developing their confidence in their mental calculation skills. Most children at first level demonstrate the value of each digit in a whole number with three digits. They are less confident working with 24-hour notation in time. Most children at second level accurately round whole numbers to the nearest 1000, 10,000 and 100,000. They understand the relationship between common fractions, decimal fractions, and percentages. They are developing their skills in applying this knowledge to solve word problems.

Shape, position and movement

- Almost all children at early level recognise and sort common three-dimensional (3D) objects according to various simple criteria. They are developing their mathematical vocabulary to describe two-dimensional shapes. Most children at first level describe 3D objects using appropriate mathematical language including face, edge and vertex. They are increasing in confidence at identifying lines of symmetry in pictures and patterns. Most children at second level use correct mathematical language including acute, obtuse, straight and reflex to describe and classify a range of angles. They are less confident in using the eight compass points and angles to describe and follow directions.

Information handling

- Most children at early level, use knowledge of colour, shape, and size to match and sort items into different sets. They are developing their skills in interpreting simple graphs and charts. They use tally marks confidently to record information. Children at first level extract key information from bar graphs. They should continue to develop skills in collating and presenting data from real life contexts. Children at second level accurately analyse and interpret data from bar graphs and line graphs. They are less confident in understanding and drawing conclusions from pie charts.

Attainment over time

- Staff use a robust tracking system very effectively. They monitor the progress of individuals, groups, and cohorts of children in literacy and numeracy. Where a dip in attainment has been identified, staff have been aware of this and responded appropriately. Senior leaders and teachers engage in meetings termly, to consider children's progress over time. They use these opportunities very well to evaluate the impact of interventions and plan further support. They have a clear focus on raising attainment. Staff have used the school tracking system to accurately identify support needs of children in writing. Teachers have employed a variety of interventions to raise attainment. For example, they have creatively used virtual reality headsets as a stimulus to promote engagement in writing with Primary 3 children. There are early signs of improvement in children's writing. Staff should continue to develop these approaches to raise attainment for individuals and cohorts across the curriculum.
- Children make positive progress in Science, Technology, Engineering and Maths (STEM) over time. Staff build children's knowledge and skills effectively. Children develop their inquiry and investigative skills as they engage and apply their knowledge in a range of STEM lessons. Staff should now extend tracking and monitoring approaches across all curricular areas to determine attainment and progress.

Overall quality of learners' achievements

- Children's achievements are celebrated very well across the school. Children talk about their achievements at assemblies, receive star pupil certificates and green tokens for living the school values. Children's out of school achievements are celebrated and displayed on the 'Celebrating Success Board'. Children are encouraged to reflect on and discuss their achievements. As a result, they effectively and accurately articulate the skills they are developing. These approaches are helping to build children's self-belief and confidence in their abilities, skills, and achievements. Staff monitor participation in achievement opportunities and take action where children are at risk of missing out. As planned, staff should now record and track the range of children's achievements both in and out of school and link these to skills development.
- Children contribute to the wider life of the school very well by being members of a variety of school leadership groups such as the Junior Leadership Team, The Health and Wellbeing Team, The ECO group, School Ambassadors and as ICT Champions. Children develop self-confidence through taking on these duties to support the work and life of the school. This is helping them develop as confident individuals, effective contributors, successful learners and responsible citizens. The school has gained national accreditation for their work on children's rights and for their participation in sport. These awards help children understand the importance of being healthy and respecting themselves and others. As a result, they are active participants in their school and wider community.

Equity for all learners

- All staff have a very good understanding of the social, cultural and economic context of children and families. Staff fully understand the challenges affecting the school community. Staff have developed a cost of the school day action plan. This helpful plan sets out clear interventions and guidance for staff. It helps to minimise financial constraints that may prevent children from taking part in opportunities for learning and achievement. Staff provide free clubs, snacks, an in-school food bank, clothing bank, and work with partners to provide support for families. As a result, families and children have benefitted from a range of financial advice, resources, and opportunities for personal achievement.

- Senior leaders consult with staff, pupils, and the Parent Council about the use of PEF. PEF is used appropriately to provide very effective universal and targeted interventions. For example, PEF has been used for resources to support literacy and numeracy, including additional staff hours to provide supported study for pupils. Senior leaders should continue to develop approaches to monitoring the impact of initiatives on outcomes for children. This will help senior leaders to demonstrate more clearly how they are accelerating progress towards closing the poverty related attainment gap.

Practice worth sharing more widely

QI. 1.3 Partnership working within the local cluster of schools and the role of St Ninian's PS in leading within this cluster.

This is a strong example of schools working together to share effective practice. Staff in St Ninian's work collaboratively with their designated secondary school and cluster primary schools to ensure equity and continuity for learners in the locality and as they transition to secondary school.

- Staff and children in St Ninian's have led cluster schools in changing approaches to learning profiles for P7 pupils. These are used to support children to identify and share their learning and skills in preparation for transitioning to secondary school. This has impacted positively on engagement and inclusion as well as raising the profile and importance of a skills-based approach.
- Staff have been involved in national events to improve the teaching of science, technology, engineering and mathematics (STEM) and implemented approaches across cluster schools.
- Staff have worked with other schools to ensure consistency of approach in meeting the needs of young carers and care experienced children.
- Staff have led and shared effective practice about pedagogy linked to high quality learning and teaching. This has also supported consistency of research driven approaches across school improvement partnership schools.

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.