

Summarised inspection findings

Dounby Community School

Orkney Islands Council

17 June 2025

Key contextual information

Dounby Community School is a non-denominational school which serves the village of Dounby and the surrounding rural area. At the time of inspection, there are 135 children on the school roll across six classes. The school building has a wide range of facilities and several areas are shared with the local community, such as the large games hall. Dounby Community School Nursery also operates from the school building. Approximately five percent of children are registered for free school meals, which is below the national average. Currently, 46% of children are recorded by school staff as requiring additional support. The headteacher and a principal teacher make up the senior leadership team. There has been significant teacher absence in recent years.

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

- Across Dounby Community School staff are working well to develop and sustain a learning environment and ethos which is calm, supportive and welcoming. Senior leaders, in consultation with staff, children and parents, developed the school vision, values and aims in 2021. 'Being, Belonging and Becoming' were selected as key words and children explored these through a range of artistic and creative activities. Most children have an understanding of these three key words and can relate these to their lives and learning.
- The headteacher is deeply committed to children having opportunities for leadership in their learning and in school life. She seeks children's opinions regularly at assemblies, focus groups and lessons, and considers their views when making decisions. Children are keen to build on the history and legacy of the school, for example they would like to refresh the school house system. The headteacher is supported well by a principal teacher. During periods of absence and changes in staffing they have sought to continue to take forward school improvement work. Staff have local knowledge and understanding of the school's context. They recognise that their location is rural and work to address any challenges or barriers that this brings. Staff are outward looking, working closely with partners locally, across the Orkney islands and nationally to support children's learning experiences. Senior leaders and teachers should continue this positive approach when taking forward the school's priority areas for improvement.
- Senior leaders and staff work together to develop and implement school improvement planning using a range of evidence they have gathered. Previously, staff have explored approaches to teaching and learning, including writing, as well as projects with a range of partners. The intended outcomes of improvement work have not always been fully realised and staff absence has also hampered progress. This session, senior leaders and staff have selected relevant areas of focus, such as rights-based learning, reading and family engagement. Staff are also introducing 'meta-skills' in lessons, as part of planned work with cluster schools. They aim to support children to recognise and talk about different skills they are developing in their learning

and lives. The pace of change across the school needs to increase, though there are early positive signs of impact in a few areas of focus. Moving forward, the headteacher and staff also need to develop more rigorous approaches to measuring the impact of school improvement work on outcomes for children.

- Recently, the headteacher reviewed how the school gathers views and feedback on the allocation and spending of Pupil Equity Funding (PEF). She has improved these processes to ensure that the views of children and families who are involved in projects are more specifically considered. This information is now being used to plan and inform future PEF spending.
- The headteacher is establishing a useful quality assurance calendar, which includes tracking children's progress and attainment data. Senior leaders and teachers, as part of this work, are engaging further with the General Teaching Council for Scotland's professional standards and *How good is our school?* 4th edition. Recently, they have been using this information to consider whole-school approaches to teaching and learning. For example, staff are agreeing key features of effective classroom practice to be included when delivering lessons. This is beginning to support improvements in the consistency and quality of teaching across the school.
- All staff participate in annual professional development and review and they select areas for further professional learning. The headteacher is an advocate for career-long professional learning and reflection. Staff have explored educational research and are keen to embrace opportunities for further development. Staff teaching Curriculum for Excellence (CfE) early level have worked closely with local authority colleagues and partners to develop effective approaches to play-based learning. Support staff have led on creating a nurturing and calm space called 'home from home' which is supporting children's emotional wellbeing and readiness to learn. Senior leaders should now ensure that professional learning opportunities and collegiate times are targeted closely to the school's highest priority improvement areas.
- Children have opportunities to develop their leadership skills, share their views and shape the work of the school. This session, staff have introduced a wide range of pupil groups which meet fortnightly, such as the Eco group, the Science group, a pupil council and a Coding club. All children are involved and older children enjoy working with and supporting younger children during these group sessions. Recently, the 'Rota-kids' group organised the collection and delivery of groceries to older residents in the local community which was very well received. Most older children are now ready to take on more responsibility in their groups, for example chairing or taking minutes. A few pupil groups will benefit from a more structured approach. For example, staff could use a resource to support children's participation, such as *How good is OUR school?* or more groups could work through a programme towards a recognised national award. This should help to ensure children's involvement in self-evaluation and school improvement has a clear direction and purpose.

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

- Most children are motivated and engaged in their learning during lessons. They are eager to contribute their ideas and opinions. Children enjoy regular choices about which resources they can use to support their learning and this helps to develop further independence. Staff have created inviting, well-resourced areas for learning in the classroom and in other areas of the school. This is supporting most children's engagement and interest. Across the school, a few children can become disengaged during lessons or activities. They can become involved in low-level disruptive behaviours. For example, they talk to peers when adults are giving instructions or interrupt and speak over other children. The headteacher and staff should maintain high standards and expectations of children's behaviour during lessons and throughout the school day.
- Almost all teachers' instructions and explanations are clear. During most lessons, teachers provide a range of tasks and activities that are matched appropriately to children's needs and abilities. Across the school, a few children require a brisker pace and further challenge in their learning. At the beginning of lessons, almost all teachers share the purpose of learning and outline what children should do to be successful. A few teachers do this skilfully and children benefit from their clear direction. In a few lessons, teachers involve children effectively in co-creating measures of how to be successful in their learning. Across the school, children are now ready to do this more often. Most teachers use questioning techniques well to check children's understanding and extend their thinking. They encourage children to be curious and to ask questions. Most teachers make effective use of plenary discussions at the end of lessons to help children summarise their learning.
- This session, teachers are introducing children to the language of 'meta-skills'. They are beginning to support children to identify and discuss transferable skills developed during learning experiences and how these link to their lives or the world of work. Teachers are using displays and visuals well to support this new skills vocabulary. Senior leaders and staff should continue to build on this work. This will support children's understanding and help to develop their confidence using the language of skills to talk about their learning.
- At P1, teachers and support staff are developing and embedding approaches to play-based learning. They make effective use of national guidance and related professional learning to inform this work. They have developed interesting and engaging spaces which support children to play and learn with enthusiasm. Teachers plan and provide a considered balance of direct teaching of groups and individuals with open-ended play opportunities. Teachers and support staff use questioning effectively to support and extend children's learning. The headteacher should now work with staff to gather and analyse a wider range of robust evidence from focused observations and ongoing assessments. This should be used regularly to inform planning and help support children's progress across the curriculum.

- The headteacher and support for learning teachers ensure support staff have a sound understanding of children's learning and wellbeing needs. As a result, support staff provide well-timed assistance and encouragement to children they work with. They oversee interventions and supports which are helping children to practise learned skills and make progress in literacy, numeracy and wellbeing. Support staff intervene effectively during lessons and activities and support children well. They ask considered questions and provide helpful commentary. This helps children feel successful and increases their confidence with learning.
- Children have a few opportunities to explore their learning in an outdoor context, however, this is not yet regular or consistent practice across the school. For example, children have measured out large shapes in the playground as part of mathematics lessons. They have also used grassed areas for physical activity and games. Younger children have had experiences of learning for sustainability outdoors, such as building fires to cook, problem-solving and learning about local nature. Staff recognise the need to plan and provide high-quality experiences for children to support and enhance their curricular learning outdoors, in the community and across the island. Children will benefit from regular opportunities to practise and develop their skills in a structured, progressive way.
- Teachers make effective use of digital technologies to support their teaching in the majority of lessons. They play video and music clips or offer games on interactive whiteboards to engage and motivate children during lessons. Children use laptops with growing independence to carry out research and practice key learning through games to support their understanding. In a few classes, children have used small programmable computers to practise computational thinking and develop their coding skills. Across the school, children access information selected by their teacher using bar matrix codes displayed in their classroom. Staff should support children to develop further their digital literacy. They should plan learning experiences to help children to extend their knowledge and apply skills across a range of contexts as they move through school.
- All teachers give children verbal feedback, encouragement and praise during lessons. A few teachers use formative assessment strategies during lessons to check children's understanding and confidence. For example, children share with their teacher how well they are learning using a visual sign or through numbered scores. This positive practice should now be shared with colleagues across the school. Currently, there is a lack of regular written feedback provided to children about their work. Teachers need to develop ways to help children understand their strengths and how they can improve their learning. This will help children to set and evaluate their own targets for key areas of learning, such as literacy and numeracy. These should be shared with parents to help families support learning.
- The headteacher introduced a calendar of standardised assessments recently to help to gather information on children's progress in reading, writing and numeracy. Teachers are not yet planning assessment of children's knowledge and skills in listening and talking, and other curricular areas. It is also not clear how teachers use information gained from informal or standardised assessments to plan children's next steps in learning. The headteacher and staff need to ensure clear, robust processes and approaches are now developed for assessing children's progress. This will ensure that staff and parents have a well-informed overall understanding of children's progress in their learning across the broad general education.
- The headteacher meets teachers termly to track and discuss children's progress with a particular focus on literacy and numeracy. Staff are now recording their judgements on progress in learning using a local authority tracking system. These meetings and tracking records help to identify children who require additional support with literacy and numeracy. The information is shared with support for learning teachers and staff who plan and provide tailored interventions. The headteacher should now ensure that class teachers bring a wider range of

robust assessment information to be analysed and discussed at tracking and monitoring meetings. This will help all staff to understand more fully children's progress across their learning and better inform which strategies to select to raise attainment.

- Teachers have engaged in moderation activities with colleagues from other schools to discuss and explore nationally expected levels in writing. They are now more confident in making accurate professional judgements on children's progress and attainment. The headteacher and staff should now work together on activities to moderate and share expected standards of the remaining aspects of literacy and of numeracy. They should continue to engage regularly with colleagues across the cluster, local authority staff and other relevant partners in education. This should support staff further in making valid and reliable decisions on children's progress and achievement of a level.

2.2 Curriculum: Learning pathways

- Staff created school progression pathways for literacy, numeracy and health and wellbeing. These pathways take account of CfE experiences and outcomes, and national Benchmarks. There is a need for more detailed guidance to be included about planned and ongoing assessment.
- Children benefit from regular input from subject specialist teachers in art, music and physical education as part of their weekly timetable. These lessons develop children's skills effectively over time and they embrace opportunities to express themselves creatively or competitively.
- Over recent years, the headteacher and staff developed approaches to teaching across the curriculum. Staff placed a high priority on opportunities for personalisation and choice and children suggested and voted on class contexts for learning. Whilst this approach has engaged children in a wide variety of experiences, there now needs to be a more structured and directed approach taken to ensure children receive their entitlement to a broad general education. Teachers need to plan and teach all curricular areas from early level through to second level. This will help children to build their skills and knowledge progressively. Staff should consider relevance and how they will provide depth and progression when exploring possible contexts for children's learning. They should also continue to build children's understanding of the school's local context and further deepen their knowledge of the history and environment of the Orkney Islands and Scotland.
- Staff have developed effective community partnerships. They work well with partners to enhance children's learning and achievements. For example, children are eager to learn through joint projects with charities, organisations and museums. These real-life experiences offer children motivating ways to develop citizenship skills.
- All children receive their entitlement to two hours of physical education each week. They enjoy activities provided by 'Active Schools' staff and other sports coaches.
- Children learn French and most teachers support children's vocabulary well using displays and prompts. The headteacher teaches children about British Sign Language during assembly and they learn to understand and use a range of simple signs.
- Staff and children value close relationships with representatives from local churches. Assemblies provide opportunities for religious observance. The headteacher recognises the need to teach religious and moral education consistently across the school. This should support children to build on their knowledge and skills.
- Children access a mobile library and class libraries to support reading for enjoyment. Staff support children to participate in national campaigns, such as World Book Day, to highlight positive reading habits. Very recently, staff, children and families created a school library. Children should now start to use this space regularly to develop further their reading and library skills.
- Staff provide well-planned transition activities to support children moving from nursery to P1. These continue for children and families during their first year at school. Older children enjoy helping younger children with their learning, such as reading. The support provided by staff in school and nursery is valued by parents and helps children to settle well at school. P7 and secondary staff have a helpful programme in place for children transferring to Stromness Academy. Staff provide enhanced individual arrangements to meet the needs of any children who may need additional support or reassurance.

2.7 Partnerships: Impact on learners – parental engagement

- This session, the headteacher has developed a 'Family Working Group' to address feedback and challenges raised by families. The group is made up of parents representing each class across the school and is also supported by local authority staff. This approach is being used as a vehicle to gather the views of parents directly and address aspects of the school's work. For example, they are focusing on areas such as communication, reporting, homework and learning and teaching. Improvements are being discussed and are being planned together. For example, a significant minority of parents report they do not receive helpful and regular feedback on their child's learning. Improved approaches to reporting on children's progress have now been developed and agreed. Parental feedback on the new processes is that these will provide clearer and more regular information about their children's progress across the curriculum. Areas of focus remain ongoing and families are encouraged by early positive signs of improvement.
- Senior leaders share information about school life with parents through newsletters and digital communications. Following feedback, these are becoming more streamlined and provide parents with key dates and important information. The headteacher and staff should share information about school developments and children's learning using parent-friendly and accessible language.
- Many parents support and attend fundraising and social events, such as the Christmas fair. Children's musical events and nativity performances attract large audiences and parents are proud to watch their children perform. The Parent Council work well with children and staff to raise funds. They have recently provided money to buy new books and subsidise the P7 residential trip. Local businesses also help to fund resources for children, such as new strips for sports teams. A few parents volunteer their time and skills across the school, visiting classes to give talks or supporting learning experiences. For example, they assist with regular cooking experiences for older children.
- A few learning events which offer classroom visits and shared experiences for parents and children have been introduced and were well-received. Workshops or events to present information about the curriculum are less well-attended. Staff should continue to develop further relevant ways for all parents to engage with their child's learning.

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

- Staff work together well to provide a calm and inclusive ethos across the school. They develop caring relationships with children and are encouraging in their interactions. Most teachers offer ways to help children 'check in' with their emotional wellbeing and staff see this as an important factor for successful learning. Children benefit from a range of thoughtful wellbeing supports and activities offered by community partners. These help children to feel nurtured and cared for, such as the regular 'toast stop'.
- Most children feel they have a trusted adult in school they can speak to if they need support. The majority of children show care and respect for one another through positive classroom and playground interactions. A few children feel that peers can sometimes be unkind or don't listen to their views. A few older children would like more individual ways to share or address friendship challenges with staff. Staff should continue to explore ways to help children to feel included during play and lunchtimes and to encourage positive peer relationships.
- Children can access helpful resources or speak with staff within specially designed spaces in the classroom, or in other areas of the school, whenever they feel they need increased support with their wellbeing. For example, in the 'home from home' room support staff help children to deal with heightened emotions or to explore and identify their feelings. The headteacher can demonstrate that as a result of staff's focused work to support children's wellbeing there has been an increase in children's engagement in learning. There have been no exclusions in the last four years.
- Most children feel safe in school and can discuss different ways they keep themselves safe, including when they are online. For example, most children understand why it is important not to share digital passwords. Older children are currently working with staff, partners and parent volunteers to learn about links between food and health. They are able to identify healthier snacks and talk about healthy choices they can make when designing a meal. The majority of children feel that school teaches them how to live a healthy lifestyle and provides opportunities for regular exercise. They are not yet confident talking about all of the key indicators of wellbeing. The headteacher and staff should explore each of these indicators with children in meaningful ways, such as regular lessons or at assembly. Staff and children should develop a simple shared vocabulary to discuss wellbeing and how it relates to life and learning.
- School staff are in the very early stages of introducing children to rights-based learning and the United Nations Convention on the Rights of the Child (UNCRC). A few teachers have created helpful classroom displays to help raise awareness. This is being supported by a pupil leadership group who are beginning to work towards achieving an accredited school bronze award for rights-based learning. Children will benefit from regular opportunities to learn about children's rights using real-life and relevant contexts.

- A minority of children and parents feel that bullying is not always dealt with well. The headteacher should revisit and develop further the school's anti-bullying policy and approaches with staff, children and families. This should help everyone to understand fully what bullying behaviours are, how to report them and how they will be dealt with. The headteacher and staff should update the school's positive relationships policy now as part of this work, to reflect current approaches and processes. Children and families should be consulted and help to shape the policy.
- Staff meet their statutory duties in relation to wellbeing, equality and inclusion. They understand their responsibilities in relation to safeguarding, inclusion, and meeting the additional support needs of learners. The school's approaches are embedded in legislation and national guidance, such as Getting it Right for Every Child.
- Staff plan and implement appropriate universal or targeted interventions for children who require additional support. They work closely with a range of partners to help identify, support and evaluate children's specific needs. Staff set and discuss child's plan targets with parents. They use 'talking mats' and visuals very well to help children share their own views about their plan in age and stage appropriate ways. The headteacher and support for learning teachers review child's plans and progress together with parents. They should explore further ways to involve school staff and partners who work with children in reviews. Staff should continue to ensure that all targets set for children are measurable, timed and at the right level of challenge. Most parents feel that school staff know their child very well as an individual. As a result, children receiving support are making progress with their learning and wellbeing.
- Most children demonstrate respect for others' beliefs. They are beginning to understand how each person is unique and how they can value and celebrate differences. Staff have provided a few opportunities for children to explore Orcadian identity, such as through art or a storytelling project with a local museum. Children are starting to explore equality and diversity in a few lessons and during assemblies. Staff need to extend children's knowledge and skills in a planned and progressive way across the curriculum. This should include age and stage appropriate ways to learn about diversity, challenging discrimination, issues of equality and protected characteristics. This should help children to develop a strong understanding of the importance of equality and fairness in society.

3.2 Raising attainment and achievement

satisfactory

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

- In June 2024, overall, most children in P1 and P7 achieved nationally expected levels of attainment. There is a need to raise attainment and sustain improvements gained, particularly at first level.
- Most children who require additional support with learning are making appropriate progress against their individual targets.

Attainment in literacy and English

- Overall, most children make satisfactory progress in literacy and English and a few children make good progress. Children require more regular high-quality experiences and taught lessons to practise and apply key skills in reading and writing.

Listening and talking

- Across the school, most children speak confidently and articulately with each other and adults. A few children do not listen well to instructions in group settings or during class discussions. At early level, most children are beginning to use new vocabulary and phrases in different contexts. Across first and second level, most children speak with expression and ask interesting questions. The majority of children take turns to speak and listen and respond appropriately to others. A minority of children require further support to widen their vocabulary, for example using subject specific terms or more ambitious word choices. Older children will benefit from taking part in debates about topical issues or subjects that interest them.

Reading

- Across the school, children spend time reading for enjoyment. Most children talk about favourite books or authors and explain their preferences. At early level, most children are beginning to sound out and read simple familiar words. They answer questions about stories they have read with their teacher. Most children working towards first level use context clues to help them read and understand texts. They are not yet confident in identifying the main idea and still require regular support from adults to understand the meaning of words in their texts. Most children working towards second level are becoming more confident in responding to a range of literal and inferential questions. They should now explore evaluative questions and practise creating their own questions from texts. They will benefit from identifying and discussing the techniques authors use in their texts to engage readers.

Writing

- Across the school, there is limited evidence of a range of children's writing. A significant minority of children need support and clear direction to improve their standards of presentation and handwriting. At early level, most children are beginning to form letters and attempt known words. A few children write simple sentences. Most children working towards first level spell

commonly used words with increasing accuracy. The majority of children link their sentences using simple conjunctions and understand how to use a few different types of punctuation, such as full stops and exclamation marks. At second level, most children are beginning to organise information in a logical way when writing and include relevant information. At first and second levels, all children need to practise writing across a range of genre more regularly. They require experiences to write at increasing length and to review and edit their work.

Numeracy and mathematics

- Overall, most children make satisfactory progress in numeracy and mathematics and few children make good progress. Most children have gaps in their knowledge, key skills and mathematical understanding. Across the school, children need to revisit, build on and apply their numeracy and mathematics learning regularly. A majority of children require further practice setting out and presenting their work.

Number, money and measure

- At early level, the majority of children recognise, write and order numbers up to 10 correctly. They are becoming more confident adding numbers and making equal sets. Across first level, most children demonstrate a growing understanding of place value and rounding. Children are becoming more confident when adding and subtracting. They select and can discuss a range of known strategies. Most children require revisiting learning on fractions, division and solving simple word problems, including money. Across second level, the majority of children carry out calculations with growing accuracy and can recall multiplication facts quickly. They apply their knowledge of addition and subtraction within time and money contexts with increasing confidence. They require further practice linking fractions, decimals and percentages, and solving division calculations and multi-step problems. Across the school, all children will benefit from applying their knowledge and skills regularly in meaningful, real-life contexts.

Shape, position and movement

- At early level, most children recognise common two-dimensional (2D) shapes and create repeating patterns in their play and crafts. Across first level, the majority of children identify and name correctly three-dimensional (3D) objects and are becoming more confident using mathematical language to discuss the properties of 2D shapes and 3D objects. Across second level, the majority of children name and use the eight compass points and coordinates in games and tasks. Most need to revisit learning on the properties of circles and triangles. Across first and second level, most children need further teaching and practice with angles.

Information handling

- Across the school, children have limited experiences in gathering and organising data and displaying this in pictograms, graphs and charts appropriate to their age and stage. Most children answer simple questions when information is presented however, they need experience creating their own questions. Children require more regular practice in collecting, displaying and discussing real-life meaningful data in a variety of interesting ways, including using digital technology. These experiences need to build and challenge children's mathematical skills and knowledge as they move through the school.

Attainment over time

- The headteacher has established a clear and comprehensive system, using a local authority tracking tool, to collate children's progress in literacy and numeracy. Across the school, the numbers of children attaining nationally expected CfE levels in literacy and numeracy is variable over time. There has often been a dip in children's attainment levels at the end of first level. Improvements shown at particular stages or aspects of literacy or numeracy are not yet sustained. For example, last session attainment figures dropped in almost all areas of literacy and numeracy. This session, the headteacher and staff can evidence that most children are achieving expected levels in planned standardised assessments. They have identified that

children still have gaps in their key knowledge and skills. Senior leaders and staff need to increase the pace of actions taken to drive forward improvements in attainment and monitor this work rigorously to help sustain gains.

- In June 2023, the school's overall attendance average was 91.8%. The headteacher has implemented thorough procedures for monitoring and supporting attendance in line with local authority guidance. In June 2024, the school's attendance average increased to 93.3% which is above the national average. A few children have lower attendance levels and reasons for these absences are recorded. The school reports that there are currently no children on part-time timetables. Staff create individual packages of support for children and work closely with families when concerns about attendance are identified. This is helping to improve attendance at school.

Overall quality of learners' achievements

- Children are proud of their own and others' achievements. Staff celebrate these in assemblies and on school display boards. Children share achievements from their school experiences, such as presentations, shows and competitions, and from their home life. For example they bring awards to assembly or share recognition they have gained in sports, music or art. Children demonstrate their skills and confidence as caring citizens, regularly supporting others in need through fundraising events, such as for local or national charities. Older children gain confidence, independence and demonstrate teamwork through an annual residential trip.
- Staff are now recording children's participation in achievement activities. When more established and monitored regularly, this should help to ensure no child is at risk of missing out. Most children are not yet confident identifying the skills they are developing or talking about how these relate to their achievements. Staff should support children to develop an understanding of the range of transferable skills they are gaining through their experiences.

Equity for all learners

- The headteacher has reviewed and adapted approaches to decision-making about the spending of PEF. There has not been robust evidence, in previous sessions, that shows improvements in raising children's attainment. Attainment gaps remained. The headteacher and staff now make effective use of a wide range of data and information to understand fully the context of the school and island using local authority agreed measures. This is ensuring that those children facing potential barriers to their learning receive well-considered targeted support using PEF. This session, the headteacher identified gaps in children's attainment in literacy and used this information well to plan and fund appropriate interventions. Although these are early in implementation, there are positive indications of impact in children's participation and progress. The headteacher and staff should continue to develop clear measures to evaluate the impact of this work on outcomes for children.
- Staff consider how to provide activities and experiences to overcome challenges faced by children and families in rural communities. Challenges such as affordable transport, increased travel times and social isolation are discussed and addressed. There are often 'swap-shops' for books and toys arranged by children and outdoor clothing is provided if needed. Children and staff use online tools to support joint activities with other schools and partners. This helps to mitigate against long distances. As a result, children and families feel included and supported.

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.