

Summarised inspection findings

Baird Memorial Primary School

North Lanarkshire Council

10 September 2024

Key contextual information

Baird Memorial Primary School is a non-denominational primary school located in Cumbernauld. There are 181 children on the roll, arranged over eight classes. There is also a nursery class for children with additional support needs. The majority of children live within Scottish Index of Multiple Deprivation (SIMD) deciles 8 - 10. A few children live within SIMD deciles 1 and 2.

The school has experienced significant instability in leadership over a prolonged period of time. The current acting headteacher has had responsibility for the school, in addition to their own school, for the past year. They are supported by an acting depute headteacher and an acting principal teacher. At the time of the inspection, the process to recruit a permanent headteacher was underway.

North Lanarkshire Council concluded a formal school consultation just prior to this inspection. Their initial proposal to merge Baird Memorial Primary School with a neighbouring school will not go ahead.

Baird Memorial Nursery Class was inspected by the Care Inspectorate within the past 18 months, therefore, the local authority and headteacher had the option to include the nursery class as part of this inspection. We have agreed with the local authority and school that the nursery class is not part of this inspection. The findings set out below are for the primary school stages.

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

- The lack of consistency in school leadership over the past few years has impacted on the pace of change and improvement. The recent uncertainty about a potential merger with a neighbouring school has also impacted on planning for improvement. Now that the future of the school is secure, North Lanarkshire Council needs to provide stability of leadership for this school community. It is important that robust transition planning is in place to support the new headteacher when appointed in order to sustain future improvement.
- The acting headteacher used their understanding of the school's context very well to inform appropriately the strategic leadership of change over the past year. Acting senior leaders have navigated a period of instability with a great deal of skill. As a result, they have managed risk and an increased pace of change very effectively. For example, staff are now in year two of a five-year plan to develop the school's curriculum. The acting senior leadership team rightly placed a high priority on developing relationships and building staff capacity for change. Their focus on developing ethos and culture across the school community is beginning to support improvement. Children have responded positively to the introduction of a house system, achievement assemblies and regular 'Baird Big Blethers'.

- Acting senior leaders launched the revised school vision and values last session, following appropriate consultation with children, parents and staff. Acting senior leaders have begun to reinforce the vision and values, 'At Baird we C.A.R.E' (Caring, Ambition, Respect, Effort), through assemblies. However, these are not yet a noticeable feature within classroom experiences. Staff should develop further their shared understanding of the vision and values and work together to ensure they underpin all aspects of school life. Staff should support children to understand the importance of their role in bringing the vision to life. Now that the vision and values have been created, acting senior leaders should lead a review of the curriculum rationale, in partnership with all stakeholders. Having a refreshed curriculum rationale that accurately reflects the school's context, underpinned by the school's vision and values, should support further improvement.
- The acting senior leadership team correctly identified the need to strengthen the quality and quantity of data in order to inform school improvement accurately. They focused specifically on developing the quality of children's learning experiences in literacy, numeracy and health and wellbeing (HWB). Acting senior leaders introduced a clear, systematic approach to support school improvement, with a strong focus on professional learning. They have introduced robust process to measure progress and impact of professional learning on improving outcomes for children. This regular review is helping staff to improve their understanding of how to use data effectively. Staff increasingly engage more purposefully in termly tracking meetings as a result.
- The acting headteacher has introduced a robust quality assurance programme that is clearly linked to school improvement priorities. These priorities focused appropriately on raising attainment in writing and numeracy and developing a more consistent approach to learning and teaching. The quality assurance programme ensures that progress towards achieving school improvement priorities is monitored regularly. An effective quality assurance calendar is in place. This calendar is informed by a working time agreement that protects time to drive forward focused improvement and for in-depth professional dialogue. Acting senior leaders provide opportunities for staff to engage in self-evaluation activities using How Good is our School (4th edition). They recognise the need to deepen staff's understanding of the quality indicators further and have introduced a review programme to support this. Moving forward, staff would benefit from increased opportunities to see effective practice in other schools to better inform their self-evaluation.
- Most staff engage well with the professional review and development process. This supports staff to identify professional learning that meets their individual and school needs. Staff have engaged in the professional learning provided to support core improvement priorities, particularly in numeracy and writing. The application of this learning is evident in classroom practice. A few staff are leading aspects of improvement activity, such as digital technology, outdoor learning and science, technology, engineering and maths (STEM). Acting senior leaders should continue to provide staff with opportunities to lead aspects of change through distributed leadership. Staff would benefit from more structured guidance to inform this work to ensure improved success. Acting senior leaders should continue to develop a culture where staff are encouraged to initiate and lead change. They should provide staff with opportunities to look outwards to develop further their understanding of the local and national context and current educational policy.
- Children are beginning to develop leadership skills through roles such as house captain, digital champion and play leader. Older children have increasing opportunities to lead discussions with groups of younger children during 'Baird Big Blether' sessions. Children are invited to share their views on aspects of school improvement through questionnaires, such as their curriculum preferences. These provide opportunities for children to provide their views about various aspects of school life. However, around a half of children do not know if their views are

considered. Acting senior leaders should continue to communicate clearly how the views of children are used to inform improvement so that children understand the impact. They should look to extend opportunities for children to take a more active leadership role.

- The school benefits from a supportive Parent Council, which takes an active interest the school's work. Acting senior leaders seek the views of parents to inform policy developments. For example, a parent focus group met to discuss the draft version of the positive relationships and behaviour policy prior to it being shared more widely with parents. Most parents feel that the school takes their views into account. The acting headteacher informed the Parent Council of the intended use of Pupil Equity Funding (PEF) to support school improvement initiatives. As the quality of school data improves, acting senior leaders should consult with parents more fully on school improvement priorities and on determining the focus of PEF spending.

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

- All staff know children well and build relationships that enable most children to feel encouraged to do their best. Children are most engaged in learning when they are appropriately challenged and have responsibility for their learning. However, most lessons are overly teacher directed. As a result, children are too passive in their learning. This reduces their motivation and engagement in learning and often leads to a minority of children being off task. Staff should focus particularly on improving pace and challenge within lessons. This would reduce opportunities for children to disengage from a task or activity, demonstrate low-level behaviours and distract others. Improved classroom management would support more effective transitions between activities and enable children to settle more quickly to their learning.
- Almost all teachers share learning intentions with children to help them understand the purpose of their learning. In a few lessons, children identify how they will know that they have been successful. Children are at the early stages of understanding themselves as learners. Staff use of feedback is variable across the school and across curriculum areas. The development of a more consistent, structured approach to feedback would support children to understand better their next steps in learning. Staff should support children to recognise the skills they are developing and the progress they are making. As planned, staff should introduce an agreed approach to target-setting to support this. This should enable children to reflect on their progress in a meaningful way on a regular basis.
- Children are beginning to make effective use of digital technology to support and enhance their learning. For example, they apply their knowledge of direction and rotation to programme toys to travel along a given route. The introduction of digital leader roles is beginning to provide opportunities for children to support the further development of digital skills across the school.
- Staff have begun to improve the consistency of the quality of learning and teaching through the development of shared pedagogy and peer observations. Staff's engagement in, and application of, professional learning as part of school improvement initiatives is beginning to strengthen an agreed, shared approach. This is particularly evident in numeracy and mathematics where an agreed lesson policy is now in place. In a few lessons, staff use effective questioning to check understanding and extend learning.
- Children at the early stages have limited opportunities to learn through play. Acting senior leaders should support staff to engage with national practice guidance as part of their planned curriculum review. This should inform their review of learning environments and the range of play experiences provided. Staff would benefit from visiting other establishments where high-quality, play-based learning is well-established.

- Staff use a range of summative, formative and standardised assessments. The introduction of new guidance has increased the consistency of assessment for HWB and learning that links different curriculum areas. All staff now plan these assessments as an integral part of the planning cycle. These assessments ensure that learning experiences are purposeful and relevant to Curriculum for Excellence (CfE) experiences and outcomes. Staff use standardised and diagnostic assessments well to inform interventions and plan next steps for identified children. Senior leaders should now work with staff to develop an assessment calendar to strengthen further the tracking of children's progress.
- The professional judgement of a majority of teachers is becoming more robust as a result of in-school and cluster moderation activities. Most staff have participated in cluster moderation activities to develop a better understanding of national standards in numeracy and literacy. Staff use of moderation templates supports their self-evaluation and professional discussion. Building on this positive start, staff should continue to deepen their understanding and application of the moderation cycle to strengthen further the reliability of their professional judgement.
- The acting headteacher correctly identified the need to improve approaches to planning as a matter of priority. Staff reviewed different approaches and selected planning formats that best meets their needs. Teachers use new progression pathways for literacy, numeracy, HWB and learning that links different curriculum areas. They now plan more effectively, based on CfE experiences and outcomes, informed by national Benchmarks. Teachers understanding of progression within and across a level is improving. This is beginning to strengthen teachers' ability to plan learning at the right level of difficulty to meet the needs of all learners.
- Staff have developed their approach to medium-term planning and now prepare termly planning overviews that are shared with parents. The development of more effective long-term plans would support children to revisit concepts and consolidate their learning, particularly in mathematics, more regularly. Children contribute to the planning of topics that link different areas of the curriculum. They share what they already know and what they would like to learn. There is significant potential to involve children more frequently in the planning process. This should help them develop a clearer understanding of the purpose of learning and the application of skills. It would support the provision of increased opportunities for personalisation and choice.
- Staff should take greater account of the CfE design principles when planning learning. This would enable children to experience learning that provides greater challenge and enjoyment, breadth, progression and depth. Children should be provided with increased opportunities for personalisation and choice that enable them to lead their own learning more frequently.
- Senior leaders meet teachers termly to track children's progress across the year. The introduction of a clear agenda, supported by helpful guidance, is strengthening the effectiveness of these meetings in monitoring children's progress. Teacher's capacity to analyse data relating to children's progress in literacy, numeracy and HWB is improving as a result. This better informs the identification and monitoring of children requiring interventions and support.

2.2 Curriculum: Learning pathways

- The acting headteacher rightly identified the need to improve the curriculum offer and ensure greater coherence and progression in learning as a matter of priority. Children do not currently receive their full entitlement to a broad, general education consistently. This is particularly evident in relation to expressive arts and religious and moral education. To address this, the acting headteacher has developed a five-year plan, with an initial focus on literacy, numeracy, and HWB. Opportunities for children to develop a range of skills through a wide range of activities are minimal. Moving forward, a strong focus on curriculum development should be maintained. Senior leaders should continue to progress plans to develop learning pathways for all remaining areas of the curriculum.
- Acting senior leaders have introduced progression pathways for literacy and numeracy and mathematics to ensure appropriate pace and challenge for children. These are based on CfE experiences and outcomes and national Benchmarks to ensure progression. Teachers now use progressive programmes for HWB and learning that link social subjects with science and technology to inform their planning. These support teachers better to assess children's progress against CfE experiences and outcomes. Children's experiences in literacy and numeracy across the curriculum are now better informed by these progressions. Acting senior leaders are aware of gaps within the programmes introduced, such as in aspects of science, and mapping. They should take steps to address this.
- The recent introduction of a reading tent provides a quiet central space in which children can read. However, children do not have access to a school library and the range and quality of books available within class libraries is limited. This impacts on children's ability to select texts regularly for enjoyment and to find information for a specific purpose.
- Children enjoy physical education (PE) and identify this as a favourite aspect of the curriculum. All children receive their entitlement to two hours of quality PE per week.
- Children across the school learn French as part of the 1 + 2 language policy. Children from P5 also gain experience of Gaelic as part of a cluster initiative. Staff from the local secondary school deliver Gaelic lessons to P7 on a regular basis. A cluster pilot project this session enabled P5 and P6 children to access Gaelic experiences virtually.
- The school benefits from extensive grounds, including the 'Meadow Garden' which was developed in partnership with the community. There is significant potential to utilise outdoor spaces and the local environment more effectively to support the delivery of outdoor learning. Staff would benefit from looking at good practice in other schools to inform the development of planned, progressive outdoor learning experiences that enhance the delivery of a refreshed curriculum.

2.7 Partnerships: Impact on learners – parental engagement

- Staff work well to develop relationships with parents. As a result, almost all parents feel comfortable approaching the school with a question or suggestion. Acting senior leaders seek the views of parents, for example, through questionnaires or focus groups. A minority of parents feel that the school takes their views into account when making changes.
- Parents have regular opportunities to be involved in the life of the school through volunteering and participating in school events. Staff provide regular opportunities for parents to share their child's learning through open afternoons, such as the recent well-attended STEM afternoon.
- Acting senior leaders communicate regularly with parents about the life and work of the school using a variety of means. The introduction of termly overviews outlining the learning taking place in each class has been welcomed by parents.

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

- Most children believe they have a trusted adult to speak to if they feel upset or are worried about something. As a result, children have a strong sense of belonging to their school community. Staff application of a new, progressive HWB programme this session is supporting an increased focus on this aspect of the curriculum. Children are beginning to explore certain aspects of wellbeing, such as healthy food choices and managing emotions through this new HWB programme. This is raising children's awareness of the importance of keeping healthy and active. For example, children can explain why their heart rate increases following a warm-up activity in PE and explain why this is important. Staff should continue to develop a more consistent use of the language of wellbeing to help children link the relevance of school values, such as 'care' and 'respect', to their own school experience. Currently, children do not set their own wellbeing targets and find it difficult to articulate what it means to be, for example, responsible, respected or safe.
- Acting senior leaders rightly identified the need to track children's wellbeing, both at class and at whole school level. They ensured that the introduction of robust systems and processes to address this formed a key priority within the school improvement plan this year. As a result, staff across the school now use a consistent approach, structured around the wellbeing indicators, to assess children's needs and track children's progress in wellbeing. Acting senior leaders and teachers are now gathering data much more rigorously to support improved outcomes for children.
- Almost all parents believe staff promote children's emotional wellbeing well and provide children with the support they need to be confident and healthy. Parents value the support staff offer to their children and families. Staff have undertaken professional learning in a range of aspects of nurture, some of which are improving their practice at a universal level. In addition, a few staff deliver appropriate targeted interventions to meet the individual needs of a few children. A few children are making effective use of the newly developed nurture room when they need a quiet, relaxing space.
- Older children lead on aspects of wellbeing, such as being a buddy for children in the new P1. For example, P6 buddies prepared welcome packs and supported the recent transition afternoon for the incoming P1 well. This enabled them to establish a relationship with their P1 child prior to their arrival at school. The headteacher recognises the need to develop further opportunities for children to lead on aspects of wellbeing and to contribute their views on the school. This will support all children to feel included and responsible.
- Acting senior leaders recognise the need to develop staff's shared understanding of expectations around behaviour. This lack of shared understanding means that staff occasionally find it challenging to support children to regulate their own behaviour. Staff

engagement in professional learning delivered by the local authority is beginning to address this. Staff are becoming more able to consider how to best support children to understand the impact their actions can have on others. Staff are currently reviewing the promoting positive behaviour policy. This should reflect more fully the school's refreshed values and the work being undertaken to develop wellbeing and children's rights. To promote children's self-regulation further, staff are planning interventions using restorative and trauma-informed approaches where appropriate. Both staff and children need to agree and have ownership of what constitutes acceptable behaviour. This will help all children feel respected and valued.

- Staff display an appropriate understanding of statutory duties and comply with relevant legislation and guidance. Staff undertake regular professional learning and are confident about their role in safeguarding procedures. Children have no opportunities to access Religious Observance.
- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole-school approaches to improving the health and wellbeing of children through food in school. A few areas for improvement have been agreed with the school and the school meals provider.
- Acting senior leaders, teachers and support for learning staff have improved the approaches used to identify, record and monitor the progress of children requiring additional support. Children who require additional support for their learning receive effective support from key staff. Acting senior leaders and staff work regularly with children and their families to identify and address barriers to learning and wellbeing. They use a local authority staged-intervention model of support to identify and plan appropriate interventions for those who require additional support with learning. These interventions are planned by acting senior leaders and staff and are bespoke to individual children. There is evidence of the positive impact of interventions on attainment, especially in numeracy.
- Acting senior leaders and staff have developed strong partnerships with other professionals in education, health and the community to ensure early and effective interventions to support children who require additional support. Staff review children's progress in a timely manner and ensure appropriate information is shared. As a result, children's wellbeing needs are met well.
- Acting senior leaders employ helpful processes to support effective transitions from local nurseries to P1 and from P7 to S1. Teachers of children at P1 visit associated nurseries to support children's transitions and establish relationships. Children who require additional support access enhanced transition opportunities for secondary from P5 onwards. Acting senior leaders and subject specialists from the associated secondary school visit P5 to P7. As a result, most children are confident and excited about progressing to this next stage in their learning.
- Most children are confident that they will be listened to, and their views respected. Children learn about the importance of respecting differences through assemblies. These approaches support children to develop an early understanding of equity. Staff should increase opportunities for children to learn about the importance of celebrating diversity and difference, and challenging discrimination. Children would benefit from more chances to learn about equal opportunities and the protected characteristics across the curriculum and in a more progressive way.

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

- The school's attainment data indicates that most children in P1, P4 and P7 will achieve the appropriate CfE level in literacy by June 2024. Almost all children in P1, P4 and P7 will achieve the appropriate CfE level in numeracy. A few children across all stages are exceeding expectations in both literacy and numeracy. Inspection evidence confirms the school's attainment data.
- Teachers use a range of assessments to support their professional judgment of achievement of a CfE level. This, together with a greater focus on moderation activities, is leading to increasingly robust and reliable professional judgements. However, with increased pace and challenge in learning, a significant minority of children are capable of achieving more. Staff need to raise their expectations of what children can achieve.
- Children with additional support needs are making appropriate progress relative their individual needs.

Attainment in literacy and English

- Overall, children are making satisfactory progress in literacy and English. Teachers' engagement in, and application of, professional learning is beginning to increase the quality and consistency of children's learning experiences in writing. Teachers have undertaken professional learning recently to improve writing at every stage across the school. As a result, more children are engaging more enthusiastically in writing. Staff should build on the success of this approach to writing to include other aspects of literacy.

Listening and talking

- At early level, most children listen well to everyday instructions and prompts. They respond appropriately and share their ideas well. Most children working at early and first levels are less able to build on the contributions of others, particularly in group settings. At first level, children should develop their presentation skills by addressing an audience more regularly. Most children working at second level share their ideas and opinions appropriately by asking and answering a range of questions. They talk confidently, using appropriate eye contact and recognise the importance of tone. A minority of children across the school become disengaged when listening as a whole class and need support to engage in learning tasks. Children across the school are not yet able to identify listening and talking skills or how they are developing them.

Reading

- Most children at the early level use their knowledge of sounds, letters and patterns to read words. They read familiar texts aloud with attention to punctuation. At first level, most children

read familiar text aloud with understanding and expression. They understand the different features of fiction and non-fiction texts. At second level, most children use a range of reading strategies to demonstrate understanding and analysis of texts. They read a range of genres and answer literal and inferential questions with confidence. Children's enjoyment and choice of reading across all stages should be developed further.

Writing

- Overall, the quality of children's punctuation, handwriting and presentation is high across all stages. At early level, children form lowercase letters legibly. They try to use a capital letter and full stop in at least one sentence. At first level, most children write independently using interesting vocabulary to engage the reader. Most children working at second level write confidently across a range of genres. They make effective use of a range of paragraphs, sentence length and language appropriate to the context. At first and second levels, children would benefit from increased opportunities to write for a range of purposes and audiences. They would benefit from increased opportunities to convey ideas, messages and information in different ways through play, imaginative and real-life contexts.

Numeracy and mathematics

- Overall, children's progress in numeracy and mathematics is good. Teachers' engagement in, and application of, professional learning is increasing the quality and consistency of children's learning experiences in numeracy and mathematics.

Number, money and measure

- At early level, children add and subtract within 20 and explain the strategy used to gain the answer. They use appropriate vocabulary to describe halves and identify when a container is full, half-full or empty. Children should now apply their number, money and measure skills in real-life situations through play. At first level, children round whole numbers to the nearest 10 and 100 and use this to check the reasonableness of a solution. They use multiplication and division facts to solve problems within the number range 0 to 1,000. Children tell the time using 12-hour clocks, realising there is a link with 24-hour notation. They lack recent experience of money. At second level, children demonstrate a sound understanding of fractions. They compare costs and determine affordability within a given budget. They estimate the duration of a journey based on knowledge of the link between speed, distance and time.

Shape, position and movement

- At early level, children identify simple two-dimensional (2D) shapes and three-dimensional (3D) objects. They describe and create symmetrical pictures with one line of symmetry. At first level, children use technology and other methods to describe, follow and record directions using words associated with angles and turns, including clockwise and anti-clockwise. They apply their knowledge of angles and compass directions to provide directions to others. At second level, children use mathematical language accurately to classify a range of angles identified within shapes and the environment. They describe 2D shapes and 3D objects using specific vocabulary and demonstrate the relationship between 3D objects and their nets.

Information handling

- At early level, children use tally marks to gather information and use this data to create a simple graph. At first level, children include a suitable title, labelling and appropriate scale when creating graphs. They use mathematical vocabulary appropriately to describe the likelihood of events occurring. At second level, children understand how to display data in a variety of ways, including bar and line graphs, frequency tables and pie charts. Children are not yet familiar with spreadsheets or using digital technology to collect and present data. At all stages, children should now apply their data handling skills across different areas of the curriculum and through digital technology.

Attainment over time

- Senior leaders have begun to track children's progress over time. Over the last two years, school data demonstrates an improving picture in children's progress over time. Current data shows improvement in writing and numeracy at all stages. Staff should continue to develop their approaches to moderation to support engagement with, and depth of understanding of, national Benchmarks. This should continue to strengthen the reliability of attainment data and improve further the ability of staff to track children's progress accurately to raise attainment.

Overall quality of learners' achievements

- Staff have begun to celebrate children's achievements both in and out of school. Children feel valued and included by this. Achievements are celebrated through assemblies, newsletters and school displays. Staff have begun to track participation in activities both in and out of school. Further development of this approach will enable staff to identify gaps in children's opportunities for achievement. There are limited opportunities for children to achieve outwith the classroom.
- Children are starting to develop a range of leadership skills, including teamwork, confidence, and self-esteem through newly created leadership roles. These include digital leaders, house captains, the playground squad and the litter crew. Children talk very positively about their involvement in these groups. They should now be given the opportunity to reflect upon what they achieve as a result of these experiences.

Equity for all learners

- Senior leaders and school staff know children well. They have a strong understanding of the socio-economic background of children and their families, and the impact of barriers to learning that they may face. The school has arrangements in place, which they implement sensitively, to ensure that financial constraints do not prevent any children from taking part in school life. For example, families have ready access to a stock of pre-loved uniform items.
- Senior leaders monitor attendance closely and follow local authority procedures to support all children to attend school. Attendance is currently 94.47% which is above the cluster, local authority and national averages. Senior leaders implement the newly launched 'Maximising Attendance Policy' to improve attendance and target individual attendance that falls below 95%. Senior leaders have recently introduced enhanced monitoring of the attendance of those who may face socio-economic barriers. For example, for children who require additional support, are care-experienced, or for whom staff have a wellbeing concern. There are early indications that these improved strategies are resulting in positive outcomes.
- Senior leaders use the school's PEF allocation to support the raising attainment strategy for literacy and numeracy and to improve health and wellbeing. These are interventions which support all learners. Children benefit from targeted interventions funded by PEF, such as counselling sessions, play therapy and forest school experiences. This has increased the engagement and self-esteem of those involved. Senior leaders should strengthen further approaches to gather evidence on the impact of PEF on targeted children.

Explanation of terms of quantity

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

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

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