

Summarised inspection findings

St Brendan's Primary School

North Lanarkshire Council

21 March 2023

Key contextual information

St Brendan's Primary School and Nursery is situated in the town of Motherwell in North Lanarkshire. At the time of the inspection, the school roll was 255, organised across 11 primary classes. In addition, there were two nursery classes with 37 children from age two. The senior leadership team consists of one headteacher who has been in post since 2014, two principal teachers and one acting principal teacher. In September 2021, 31% of pupils in P1-P7 lived within Scottish Index of Multiple Deprivation deciles one and two. The headteacher also holds the post of 'cluster chair', working collaboratively with the group of schools associated with Our Lady's High School. The primary is a Roman Catholic school and the nursery is non-denominational.

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 warm and welcoming team at St Brendan's are committed to ensuring very high standards for all children. Senior leaders recently reviewed the school's vision and aims. They consulted children, parents, partners and staff when revising the values. The aims reflect Gospel values and the school's commitment to the Catholic faith. These shared values are evident across the school and are developed through lessons and assemblies. Senior leaders have a very good understanding of the socio-economic context of the school. This has helped shape the nurturing and caring ethos across the school.
- Parents and partners are highly supportive of senior leaders and the school staff are widely respected in the local community. The headteacher is approachable and caring and is ably supported by dedicated principal teachers. The senior leadership team know individual children and families very well and are extremely responsive to their needs. The headteacher has an empowering and encouraging approach and demonstrates very strong leadership. As a result, the teaching team are enthusiastic, motivated and proactive in promoting improvement within the school.
- In partnership with the school's Educational Psychologist, teachers help shape a carefully planned programme of effective professional learning activities. Teachers have individualised training records, tailored to the school's context and to teachers' professional interests. A few teachers are obtaining post-graduate qualifications and almost all are gaining further professional accreditation. Almost all teachers are happy to share their learning and to present the findings of their professional enquiry to their colleagues. A few staff have shared their good practice across the local authority and at national conferences. All teaching staff are members of school working parties, which advance the school and the cluster's improvement priorities. There is effective leadership at all levels, with all staff working very well together to achieve the schools aims.

- Senior leaders demonstrate an ongoing commitment to reviewing the work of the school for the benefit of all learners. All teachers understand the collective strengths and areas for development in the school. In conjunction with school staff, the headteacher created a quality assurance calendar, which includes a variety of useful self-evaluation activities. Senior leaders monitor jotters, observe lessons, review attainment data and provide supportive opportunities for moderation. They share the results of the quality assurance process with staff. Senior leaders and staff use this information well to create a clear rationale for future improvements.
- The headteacher has made good use of Pupil Equity Funding (PEF) by the appointment of a PEF principal teacher/digital champion. The principal teacher is embedding effective digital learning and teaching across the school. She also has a focus on improving the effective use of data to provide better information about learner needs. Senior leaders have created tracking systems to enable them to collate and analyse whole school information on children's progress more easily. This is supporting early identification of gaps and supports identification of trends, such as the extent to which they are closing attainment gaps. As a result, there is strong tracking and monitoring of individual children's support requirements, and of groups of children who have additional needs. This information provides staff with a clear picture of which interventions might best support learners.
- The headteacher has a range of plans in place to help raise the attainment of children adversely affected by their socio-economic circumstances. These plans take account of other factors which may require children to need additional support. For example, staff prioritise spending quality time with groups of learners who have specific support needs. These small groups are helping children to make very good progress in targeted areas.
- The 'flipped learning model', where teachers ask children to learn about a topic before they join the class, is popular with the majority of children. This is resulting in most children being able to work independently. Overall children are leading their own learning, and as a result almost all are becoming more engaged in learning. Children with additional needs also benefit from the use of assistive technologies in learning. The school takes pride in its leading role in the use of digital technology in learning. Senior leaders provide high-quality opportunities for staff to improve their use of digital technology to benefit their learners.
- Senior leaders should continue to develop the effective self-evaluation programme. They have already identified the need to prioritise a review of the curriculum, with an emphasis on developing progression pathways in all curricular areas. Children enjoy the opportunity to develop expertise in areas of their choice throughout the school year. Children develop their skills through various whole school events across a variety of learning contexts. Senior leaders should ensure that they track and evaluate positive outcomes resulting from these popular and successful activities.
- Parents, partners and children play a key role in identifying areas for school improvement. The headteacher holds a monthly drop-in evening to ensure parents can share their views in person. Senior leaders provide the Parent Council with detailed monthly reports and have successfully taken forward suggested priorities identified at meetings. For example, senior leaders and the Parent Council recently implemented a helpful strategy to reduce uniform costs. This involves bulk buying shirts and supporting a 'swap shop' linked to their Eco-Schools agenda. The pupil council gathers children's views on a wide range of issues which senior leaders represent well in the school's self-evaluation. Children's views and actions have influenced positive changes within their school. For example, they have instigated a girls' football team and increased the diversity of reading materials and toys.

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Children across the school are enthusiastic learners. They enjoy their lessons and actively take part in all learning activities. They are polite, responsive, and very welcoming to visitors to the school. There are very positive and respectful relationships between children, and between children and adults. Staff use restorative approaches effectively to help create a calm purposeful, relaxed environment where children feel safe.
- In most classes, children find learning opportunities motivating and teachers provide them with choice in their learning. Children enjoy learning in different environments, such as the outdoors and in the community. Staff have enthusiastically developed the Skills Academy. This provides a broad range of experiences and outcomes linked to skills for learning, life and work. In a few classes, children have high-quality learning experiences which are appropriately challenging, enjoyable and well matched to children's needs, interests and backgrounds. The headteacher recognises the need to share this good practice across the school and has already set up pedagogy trios. Within these trios, teachers observe others' lessons, share key reflections and supportive advice. This co-operative approach supports and challenges teachers and is leading to improved practice within the staff team.
- The effective use of technology is an important strength of the school. All teachers use digital technology very effectively as a key tool for learning and teaching. Staff encourage children to use digital literacy very well to enhance their learning. For example, children use quick response (QR) codes independently to access literacy tasks. Children scan codes with their devices, which takes them to helpful and accessible online information and instructions for independent working. Children are confident in using online collaborative presentation tools and are developing their coding skills well. Most staff use technology well to provide children with useful pre-recorded key teaching points. This has been successful in developing children's independence in their learning. Teachers regularly attend the monthly 'dip in to digital' drop-in session which has resulted in staff making impressive use of modern technology in the classroom.
- The quality of teaching in most classes is good and, in a few classes, very good. Teachers share the purpose of lessons well with children. In most classes they encourage children to identify what success in their learning would look like. As a result, most children can talk about their learning confidently and can identify what they need to do to improve. Staff know all children very well as individuals and plan effectively to meet their needs. They give clear instructions in classes. All staff are committed to the school community and work well together to make learning fun and enjoyable and meet the wide range of needs of learners.
- At P1, teachers and practitioners ensure that play is part of the learning. Staff use play to consolidate learning and teaching and to explore new concepts. Teachers in P1 work well with nursery staff in trios to share and improve their practice. In doing this, they learn from each

other how to improve play pedagogy and enhance their learning environments. The staff at the early level are keen to continue to develop this initiative further. They aim to build more opportunities for investigative and explorative play to encourage children to learn independently and with enjoyment. The next step would be for staff across the early level to make further use of the national practice guidance, *Realising the Ambition: Being Me*, to continue to develop this work.

- Teachers link their long-term planning to the experiences and outcomes clearly for all areas of the curriculum. They use National Benchmarks for assessment. There are clear progression pathways for literacy, numeracy, digital and health and wellbeing. Teachers make good use of digital technology to record their planning of learning and teaching. They now need to ensure that they use progression pathways in all curricular areas. This will help to ensure children build effectively on their learning as they move through the school. There is scope to streamline the approach to planning to make it clearer and more accessible.
- Teachers carry out a range of formative and summative assessment of children's learning. This allows teachers to check on children's progress and plan next steps in learning. In addition, teachers use a range of specific diagnostic assessments for children with additional support needs. In doing this, they plan effectively to meet children's specific learning needs and set targets for learning. All teachers work well with support staff and a range of other agencies to meet the needs of children who require additional help in their learning. Teachers work collaboratively with the school's Educational Psychologist to plan appropriate interventions for identified children.
- Teachers have taken part in moderation of assessment for several years in the school and within the cluster. As a result, teachers can accurately determine whether children have achieved a Curriculum for Excellence (CfE) level. Senior leaders are aware of the need to review how teachers store and record assessment evidence to ensure a streamlined approach across the school.
- The headteacher holds meetings with teachers termly to review children's attainment. The purpose of these meetings is to check whether children are on track and identify those needing additional support or challenge. The headteacher maintains a helpful overview of interventions provided for children over time. She holds regular discussions with teachers about the impact of the additional support and they review the effectiveness of interventions. This is supporting teachers to apply the most effective strategies for learning. The headteacher tracks the individual progress of children in different cohorts. For example, the school tracks the progress of children who are care experienced and those who have English as an additional language.

2.2 Curriculum: Learning pathways

- Across the school children receive a broad, balanced curriculum. Teachers make effective use of progression pathways in literacy, numeracy, health and wellbeing, and digital literacy. In other curricular areas, teachers have grouped experiences and outcomes together with benchmarks and created long term planners. Staff have worked well together with other schools to create a coherent overview of interdisciplinary learning to ensure a balance in learning over time. Teachers are aware of the need to create further progression pathways across the curriculum. This will help children develop their learning effectively as they progress through the school in all areas of learning.
- Children develop skills and achievements through a range of lunchtime and after school clubs, including a community choir which involves parents. All children participate in a monthly Skills Academy. Through this, children across the school are developing a range of skills for living, life and work. This is enriching children's experience and providing opportunities across the curriculum to achieve success in a variety of ways. Staff track children's attendance and participation in school clubs and leadership opportunities. Senior leaders identify children who are not engaging in opportunities for wider achievement and can track their engagement across the curriculum to make necessary interventions. They then work proactively with children to provide activities suited to their interests.
- Staff are working with a wide range of partners and community links following the end of COVID-19 mitigations. These ensure that children receive rich learning experiences across a range of curricular areas. Staff have created opportunities for year groups to work together to develop skills and to build upon their interests. This is helping children to develop their skills for learning, life and work in motivating contexts.
- Children are benefiting from two hours of high quality learning in physical education (PE).
- Children use digital technologies effectively across learning, for example, to undertake research and to develop presentation skills. They develop their understanding of digital literacy well as they move through the school. Almost all children in St Brendan's are adept and confident in accessing learning through technology. They are learning valuable, transferable skills for their future, and almost all children can explain how to use these in a variety of contexts.

2.7 Partnerships: Impact on learners – parental engagement

- Parents value the supportive and highly responsive staff team. Senior leaders work strategically with a wide range of partners to ensure parents and families access appropriate help and advice. Parents, children and partners make good use of the family room for meetings and group work, and as a comfortable space for family learning. Almost all parents agree that school communication is good. They receive helpful, regular feedback about their child's progress in learning.
- Parent groups work effectively and enthusiastically to add value to the work of the school. They collaborate well with senior leaders to improve outcomes for children. For example, they fund initiatives which drive down costs for parents. They also provide funding for resources and activities which enrich children's experiences such as trips and discos. The Parent Council represent parents effectively at regular meetings with the headteacher. Almost all parents agreed that the school takes their views into account. Parents help make decisions about improvement priorities and how the school allocates funding.

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

- Children are proud to be part of St Brendan's Primary School. They enjoy the strong sense of community and supportive relationships across the school. All children feel they have an adult in the school they can trust to talk to if they are worried. Children can also share concerns confidentially via a message box if they prefer.
- Almost all children are friendly, courteous and respectful towards one another. They are careful to make other children feel included and safe at play times and in their learning activities. Almost all children agree that the school helps them to understand and respect others, and to do the best they can. Similarly, almost all children agreed that the school helps them to feel safe and that staff treat children fairly and with respect. Children created an effective display in the foyer to help visitors understand their vision: 'we are voyaging together in a community of faith, love and learning'. Children can talk confidently about what the vision and display means to them.
- Staff model the school's values very successfully in the caring relationships they have with children and their families. They ensure that wellbeing is at the heart of all they do in St. Brendan's Primary School. They use assemblies well to take a closer look at different aspects of wellbeing. This is supporting the consistent understanding and use of the language of wellbeing across the school. Working together, staff created an annual wellbeing survey to gather children's views on their wellbeing. Parents contribute to this survey to provide a wider view on children's wellbeing. This helps staff to understand the wellbeing needs of individual children better. Staff review all responses to the wellbeing questions and address needs individually or in class wellbeing support.
- The headteacher and staff are firmly committed to meeting the wellbeing needs of all children and families. They ensure all children feel safe and nurtured in school. Teachers and support staff demonstrate very nurturing, caring relationships with children. They encourage them to talk about their feelings or worries. Staff use emotional literacy programmes to improve children's self-awareness and help them to develop empathy and improve communication. As a result, there is a calm ethos across the school where children support and show kindness to each other.
- All staff are aware of the expectations to fulfil their statutory duties. They all engage in annual updates to the mandatory child protection training. Senior leaders work with staff to regularly audit, review and update policies and procedures in line with national guidance. They provide regular training sessions which focus on different aspects of safeguarding. This is supporting staff to have an increased understanding of the impact different circumstances can have on children and families.

- The school has achieved Silver Rights Respecting Schools status. As a result, children have a very good awareness of their rights and the rights of others. Staff help children explore the key themes of the United Nations Convention on the Rights of the Child (UNCRC) in class and in whole school assemblies. Children are respectful to each other and are increasing their understanding of human rights and the role they play in society. Through the health and wellbeing programme, staff help children to understand diversity and encourage children to challenge discrimination. Children strengthen these values further through religious education, whole-school events and celebrations. Staff support children to respect others' beliefs and values. They provide religious observance opportunities, in line with national guidance, through assemblies, Mass, prayer and the very close links with the local church and parish community.
- Almost all children feel that the school staff teach them to have a healthy lifestyle. They benefit from a broad health and wellbeing curriculum. They are developing skills and understanding in areas such as positive relationships, the importance of physical exercise and healthy eating. Children can talk confidently about their online safety and about protecting their personal information as a result of work on digital security. Children benefit from being active through a range of additional physical activities provided by school staff, parent volunteers and active schools.
- Staff meet children's needs very effectively through collaborative work with other agencies, such as educational psychology, Barnardo's and counselling services. Teachers and support staff work well with partners to support transitions before P1, and P7. Staff focus on improving children's feelings of belonging in their new school and encourage children to make friends and build relationships. A range of partners provides extra support to children who experience anxiety at these crucial times. Parents report that this is helping to relieve children's worries and is improving motivation to attend their new school. Staff provide very effective support for children who are care experienced or have specific barriers to their learning. Senior leaders monitor these interventions very well and can demonstrate improved outcomes for children as a result.
- The local authority submitted self-evaluation 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. The HNI also examined documentation relating to the effectiveness of whole school health promotion duties as far as they relate to food and nutrition. Areas for development have been agreed with the school and the school meals provider.

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

- Attainment data provided by the school shows that in 2021/22 most children are achieving the expected CfE levels in literacy and numeracy. Overall, most children are making very good progress from previous levels of attainment. Most children with barriers to learning are making very good progress towards their individual targets

Attainment in literacy and English

- Overall, attainment in literacy and English is very good. Almost all children are achieving expected levels of attainment in reading, writing and listening and talking.

Listening and talking

- At early level, children listen and respond well to others appropriately and follow instructions very well. Almost all children can share their ideas enthusiastically and with confidence within small group and whole class discussions. At first level, children communicate effectively, can take turns and contribute at appropriate times when engaging with others for a range of purposes. At second level, children can build on the contributions of others well. Across the school almost all children talk confidently to adults about their learning.

Reading

- At early level, almost all children can recognise, say and write individual and blended sounds. Almost all children use pictorial clues to retell familiar stories and predict what might happen next. At first level, children read aloud with expression and fluency. They can confidently share their favourite author and justify their choice. They know the difference between fiction and non-fiction texts. They can confidently discuss the author's use of language and find supporting evidence within a text. At second level, children are enthusiastic about reading and can talk about the importance of reading in real life contexts. They can identify the main ideas within a text and answer a range of higher order reading questions. They successfully use a range of strategies to analyse texts.

Writing

- At early level, children can write simple sentences using full stops and capital letters. A few children working towards the early level would benefit from more support to write independently. Children mark-make for a variety of purposes through play. At first level, children can use relevant and interesting vocabulary to entertain the reader. At second level, children use paragraphs well across a range of genre. They use a range of punctuation accurately. Across the school, standards of presentation, spelling and grammar are very good.

Numeracy and mathematics

- Overall children's attainment in numeracy and mathematics is very good.

Number, money and measure

- At early level children can sequence numbers forwards and backwards to 20 and beyond. They can identify daily and weekly routines linked to periods of time and recognise time to the hour. At first level, children can identify the place value of digits in numbers up to 1000. They are less confident when dividing numbers by ten or 100. At second level children can confidently round numbers to the nearest 1,000 and convert fractions into percentages. They can complete two step number problems and are well informed about the advantages and disadvantages of credit and debit cards.

Shape, position and movement

- At early level children are able to use positional terms, such as in front of, behind and under with confidence. They can identify and name common two-dimensional shapes. At first level children can find right angles within a shape. They can recognise symmetry in two-dimensional shapes, pictures and designs. At second level children can identify a range of angles and can apply this knowledge to calculate missing angles. They can calculate the perimeter and area of quadrilaterals.

Information handling

- At early level children can interpret information from a simple chart. At first level, children can interpret information from bar graphs to draw accurate conclusions. At second level, children understand the concept of probability to predict the likelihood of given events. They can analyse trends and interpret a range of information from line graphs.

Attainment over time

- Due to the very strong remote learning provision during periods of school building closure, overall attainment was not significantly impacted by the COVID-19 pandemic. Senior leaders collate and analyse data about children's levels of achievement in literacy and numeracy over time. This data shows that attainment has improved over time.
- Senior leaders meet termly with teachers to discuss attainment in literacy and numeracy to identify children needing support and challenge. In doing this, they ensure children make very good progress over time. Senior leaders and staff track children's attendance carefully. They are proactive and work well with families to address issues promptly. As a result, attendance of almost all children is very good.

Overall quality of learner's achievements

- Children regularly share and celebrate personal achievements outwith and within school, for example, at weekly assemblies. Children receive certificates for demonstrating the CfE four capacities. Staff display and track children's wider achievements and children link their accomplishments to the skills they are developing.
- As part of the Reading Schools programme, pupils met with members of the local community to share their favourite stories. Children demonstrate the school's reading culture very well and talk about the benefits of reading to their mental health. Through their focus on reading for enjoyment, the school recently won the School and Community Partnership award in the First Minister's Reading Challenge. Children are very proud of their achievements and are motivated as a result.
- Children have a variety of high-quality leadership opportunities. They demonstrate leadership in the pupil council, Rights Respecting Schools, eco committee, reading champions, digital

champions and peer mediators. Children explain the ways in which these roles have helped to develop their confidence, communication and teamworking skills.

Equity for all learners

- The headteacher has a very strong commitment to social justice and inclusion for all. Staff have a clear understanding of the socio-economic circumstances of children and families. They use this knowledge very effectively to help ensure that all children have equity of opportunity and achievement. The rationale for spending PEF is based on analysis of a wide range of data to identify needs for specific groups of children. The headteacher shares and agrees plans for PEF interventions with the Parent Council and the pupil council. Successful interventions are improving attainment for specific groups and helping to close gaps. For example, the literacy coach works across the school to provide support to identified individuals and groups. Children's mental agility is increasing and their overall performance in mathematics is improving through targeted sessions with the numeracy coach.
- Senior leaders and staff are very aware of the cost of the school day and the increased financial pressure on families. Staff are sensitive in their approach to helping families access a range of supports, including a uniform swap shop. Senior leaders actively engage with the Parent Council and pupil leadership groups to promote equity of experience for all.

Practice worth sharing more widely

St Brendan's provides high quality learning experiences which equip children to be successful in learning, life and work. In 2021, 67% of North Lanarkshire business respondents reported a digital skills gap within their organisation. As such, digital learning and teaching is a priority for St Brendan's. They have committed to the following:

- consistently use digital tools and resources to enhance pedagogy and learning experiences across the curriculum
- support children to develop the foundational skills needed to use digital tools fluently and meaningfully, then
- create opportunities for learners to apply digital skills to achieve purposeful outcomes which demonstrate learning

On a daily basis, learners use digital technologies to consume content, create content of their own and communicate their thinking with others.

A small number of devices are in each learning environment at all times, meaning that digital approaches are a daily feature of learning and teaching. Shared sets of devices, including a suite of tablets and a Digital Den, mean that children have increased access to technology.

Key approaches to digital learning and teaching used in St Brendan's include:

- use of core tools and platforms
- use of digital tools for assessment and to support quality feedback.
- use of recorded content to support differentiation as well as independent and self-directed learning through play
- use of 'flipped learning' approaches to promote home learning and maximise time for practise, assessment, and feedback in person
- use of assistive media to support identified learners, with a focus on meeting needs and removing barriers to learning
- digital collaboration through the use of live tools

Developing effective and consistent approaches to digital learning and teaching has required ongoing investment:

- investment in time for professional learning to ensure that teachers can prioritise their own learning in this area
- career long professional learning opportunities offered by the digital champion, during in-service and optional 'Dip into Digital' drop-in sessions
- collaborative work with partners including the North Lanarkshire Digital School and visits to other establishments to see good practice
- accessing funding to develop approaches to and deliver collaborative professional learning with a specific focus on digital learning and teaching.

The school culture values digital learning and teaching and has prioritised this within school improvement plans in recent years. Staff particularly appreciated the benefit to learners during the remote learning period, which highlight the need to accelerate their digital approach.

What is the impact on learners and the team? How do we know?

Observations of learning experiences show that digital tools can support effective pedagogy to enhance learning within and beyond lesson time. Teachers make use of recorded content to

'flip' learning. In doing so, teachers can more effectively differentiate learning and create more time in lessons for quality assessment and feedback. Using digital tools for assessment helps teachers quickly gather more data about learner progress. Where appropriate, they can automate the assessment process to give instant feedback or provide recorded verbal feedback. Such approaches are having a positive impact on attainment by extending learning time.

Learners demonstrate high levels of engagement and motivation towards learning where the use of digital is prevalent. Children say they enjoy digital learning experiences. Most children demonstrate good engagement with homework and flipped learning which requires the use of digital devices.

Learners are better engaged with the technologies benchmarks for assessment in relation to the digital literacy curriculum organisers. The school is piloting the use of the NL Digital Literacy Progression Pathway.

An increasing number of learners are making use of assistive technology to overcome barriers to learning, particularly in reading and writing. The school hopes to produce quantitative pre and post intervention data during academic year 22/23. In the meantime, senior leaders can demonstrate improved engagement and attainment over time across the school.

There is also evidence, from professional teacher enquiry, that the school's digital approaches had a positive impact during COVID-19. The school's pro-digital culture, paired with a focus on wellbeing, appears to have reduced the impact of the pandemic on the school's attainment.

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.