

Summarised inspection findings

St Sylvester's RC Primary School

Moray Council

17 June 2025

Key contextual information

St Sylvester’s RC Primary School is a denominational school located in the town of Elgin, Moray. The school catchment area covers Elgin, Lossiemouth, Lhanbryde and Dallas. There are 103 children across five mainstream classes.

The school has experienced significant changes in leadership in recent years. Moray Council paired St Sylvester’s with a neighbouring school in August 2024, following a lengthy period of unsuccessful recruitment. The headteacher of the paired school became the headteacher of both schools. A newly appointed depute headteacher to St Sylvester’s took up post in March 2025. They have a 0.6 full time equivalent class teaching commitment. Prior to their appointment, the depute headteacher from the paired school has provided support across both settings this session.

Most children live in Scottish Index of Multiple Deprivation areas 5-10. Approximately 33% of children receive additional support for their learning and 38% have English as an additional language.

1.3 Leadership of change	satisfactory
<p>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:</p> <ul style="list-style-type: none">■ developing a shared vision, values and aims relevant to the school and its community■ strategic planning for continuous improvement■ implementing improvement and change	

- The new headteacher has been in post for seven months. She has a clear vision for improving the school. Since taking up post, she has led the school well to drive forward school improvement. She has been ably supported by the depute headteacher from their paired school. They have prioritised building trust, relationships and developing effective procedures to support consistent approaches across the school. For example, an effective standardised approach to tracking and monitoring attainment and attendance has improved teachers’ use of data. Teachers are beginning to use this to identify and plan next steps for children. Staff and parents appreciate these improvements and express positive views about the changes made to enhance the school.
- The vision, values and aims have been established for several years. Senior leaders involved all stakeholders in a recent review of these. Parents, children and staff feel they are still relevant to the current context of the school and link well with their gospel values. Staff promote the values of respectful, courageous, kind, honest, tolerant and responsible on displays around the school. The headteacher has regular assemblies which focus on the school values. As a result, children can talk confidently about the values and the information shared at assemblies and on wall displays. They are aware of how they relate to their own lives. Senior leaders have identified the need to embed further these values to ensure they underpin all aspects of school life.
- Senior leaders have recently developed a comprehensive quality assurance calendar that details various methods for evaluating the quality and impact of children's learning

experiences. They are at the early stages of implementing this. Now that the leadership team is fully established, they should progress with their plans and ensure the quality assurance calendar is fully actioned. This will support them to evidence strengths and areas for improvement more fully. All teachers and support staff engage regularly with senior leaders in professional dialogue. This is helping all staff to develop high quality supportive relationships and support school improvement. Senior leaders should build upon this and ensure quality assurance activity supports the professional dialogue with an improved balance of support and challenge.

- Overall, teachers are beginning to develop an understanding of their role in evaluating the work of the school and supporting improvements. They have used How good is our school? 4th Edition to carry out 'health checks' on aspects of the school. As a result, they are developing a stronger understanding of the school's strengths and areas for improvement. The headteacher involved all teachers in a review of previous improvement priorities to identify those which had been addressed and those which were still a priority. The headteacher, with support from the local authority, used this information to produce a relevant school improvement plan which meets the needs of the school. This has guided the strategic direction and pace of change effectively. Senior leaders have begun to involve all stakeholders in the self-evaluation process. They recognise the need to involve stakeholders more fully in developing plans for continuous improvement. Staff should establish clearer and more specific outcomes to guide improvement efforts effectively. This should help ensure that stakeholders gain a greater understanding of the extent to which changes are leading to improved outcomes for children.
- Almost all staff are committed fully to improving outcomes for children. The headteacher has developed a culture where an increasing number of staff contribute to and lead school improvement priorities. This includes leading pupil voice groups and supporting children's wellbeing through recognising and celebrating achievements. Staff feel valued and have an increased knowledge of the improvement agenda as a result of these increased opportunities. Senior leaders need to ensure that staff's professional development needs align closely with improvement priorities. They need to evaluate the impact of professional learning on outcomes for children. This should support their improvement agenda and increase staff's knowledge around best practice and which actions will have the greatest impact on outcomes for children.
- Most children are actively involved in decision making through their participation in pupil voice groups. These groups focus on areas such as promoting children's rights and environmental issues. Children enjoy these leadership roles and take pride in the positive changes they have made. For example, the rights-respecting group recently achieved national accreditation. Their work is helping children deepen their understanding of their rights and their significance. Additional leadership opportunities include house captains and play leaders. Moving forward, staff should support children in evaluating the impact of their contributions and recognising the leadership skills they are developing.
- Children are polite, respectful and very proud of their school. They offer their ideas eagerly to support their school to improve, such as through pupil surveys and in their pupil voice groups. The majority of children do not currently know how their ideas to improve the school are taken into consideration. A few children are becoming involved in evaluating the work of the school using 'How Good is OUR School?' Senior leaders plan to use the results of these audits to support the school's self-evaluation profile and influence future improvements. Staff should provide more opportunities for children to reflect on the school through a broader range of evaluation activities.
- The Parent Council is actively involved in the life of the school and meets regularly to discuss key issues. The headteacher discusses school improvement priorities with them and shares plans for Pupil Equity Funding (PEF). They should now consider how to develop further the

involvement of parents and children in making decisions about the best use of additional funding. They should also ensure that approaches to monitoring and evaluating the impact of all PEF interventions are clear, robust and understood by all. This should allow them to demonstrate their success in closing the poverty related attainment gap.

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

- The school's ethos and culture are underpinned very well by gospel values, positive relationships and nurturing approaches. Staff know children as individuals and provide an environment in which children feel safe and supported. Almost all children are polite and respectful towards each other, staff in school and visitors. Most children say that the school helps them to understand and respect other people. Almost all children across the school display high standards of positive behaviour. Staff respond appropriately to deal with the few instances of low-level behaviour. They use positive approaches to resolve difficulties and support children effectively to self-regulate.
- Almost all teachers provide clear explanations and instructions to support children to undertake learning activities. Most teachers share accurately with children the purpose of the lesson. A minority of teachers also help children consistently to understand how they can be successful. They should link this to feedback they give to children. This will support children, across the school, to understand better the steps needed to be successful and to identify when they have achieved the planned learning. In a few classes, formative assessment is used well to check for understanding. A few children regularly undertake effective self and peer assessment. This impacts positively on their learning. Teachers should consider how the use of formative assessment can be strengthened across the school. This will help children to support and extend each other's learning.
- Most children are engaged in their learning and are able to listen attentively and follow instructions. They work well in pairs and groups, when given the opportunity. A minority of children have opportunity for personalisation and choice in learning. In the majority of lessons, learning is teacher directed, delivered to the whole class and resource based. In a few lessons, teachers use real-life contexts. As children progress through the school, they would benefit from more opportunities to lead and be active in their learning through creative open-ended tasks. This should allow children to take increased responsibility for their own learning and develop further their curiosity and creativity.
- Teachers need to ensure that tasks offer appropriate challenge and meet the needs of all children. In a few lessons, children get effective extra support through precision teaching, either in groups or one-on-one, when needed. This is helping to ensure children's attainment and progress in learning are not impacted by widening gaps in understanding.
- In the majority of classes, teachers use questioning well to check children's understanding. In a few classes, questioning is used effectively to extend children's knowledge and develop higher order thinking skills. Senior leaders should work with teachers to improve the quality and consistency of questioning. This should support children to make links across subjects so learning can be transferred.

- In a few classes, teachers use technology effectively to support children's learning. Children have opportunities to learn digital skills through discrete lessons. This includes developing coding and animation skills. Teachers now need to embed the use of technology across the curriculum.
- Staff plan rich opportunities for younger children to learn through play both indoors and outdoors. These are founded on the principles of national guidance. Staff have created inviting spaces which are allowing children to develop skills in literacy and numeracy and explore, create and follow their own interests. Younger children are leading their own learning and as a result are highly motivated, included and engaged. Staff have identified the need to continue to capture observations regularly and use these to plan next steps. This should support teachers further to identify clearly how children are progressing and building skills during their play.
- The majority of teachers use a variety of assessment approaches well to identify children's progress. They have begun to use diagnostic assessment more consistently. This is supporting them to identify successfully children who require additional support and challenge.
- Teachers are beginning to use a range of summative assessments well across the year. Children in P1, P4 and P7 undertake National Standardised Assessments in literacy and numeracy. Senior leaders have identified the need to develop a robust calendar of assessments. This would ensure that teachers are provided with timely information which could inform planning and meet better the needs of children. Teachers should now develop their use of high-quality assessment tasks which allow children to demonstrate and apply learning in new contexts.
- Teachers engage well in moderation activities with their partner school and across the associated schools' group. This is supporting them to develop a shared understanding of standards and expectations in writing. The headteacher has identified the need for staff to engage in a wider range of moderation activities which support the delivery of learning and teaching.
- Senior leaders have recently reviewed approaches to planning. They effectively monitor and provide feedback on planning each term. Approaches to planning are now consistent in most classes. Teachers now record the progress of individual children in literacy and numeracy well following the introduction of small step trackers. They now have clear information about children's individual progress in literacy and numeracy. The information from these trackers is not yet informing the planning of differentiated learning experiences which meet the needs of all children. Senior leaders are aware of the need to develop planning approaches across all areas of the curriculum which capture children's ideas and interests.
- Senior leaders have recently introduced a successful 'fact, story, action' approach to tracking children's progress across the school. Teachers meet with senior leaders each term to discuss and review progress in literacy, numeracy and health and wellbeing. Staff plan appropriate interventions for children who require additional support or challenge. As planned, staff should continue to develop tracking and monitoring across all curricular areas.

2.2 Curriculum: Learning pathways

- Staff effectively use local authority progression pathways in literacy and numeracy to build on children's prior learning. Senior leaders have identified correctly the need to develop pathways in all other curricular areas. This should help to ensure all children experience breadth, depth and progression in all aspects of their learning. Staff have developed useful bundles of Curriculum for Excellence (CfE) experiences and outcomes to plan learning which makes links across different curricular areas. For example, through learning about historical events, children have increased their knowledge of social subjects and developed their literacy skills.
- Children receive their full entitlement to religious education. Across the school, children experience a progressive learning pathway in religious education which is linked to their gospel values. Children participate in religious observance through attending services across the school year at the local church.
- All children receive their full entitlement of two hours high-quality physical education each week.
- Children learn French progressively from P1 to P7. The headteacher should take forward plans to introduce another language for older classes. This will ensure children experience their entitlement to 1+2 languages.
- Staff have created an attractive and well-stocked school library. This provides children with opportunities to develop their reading for enjoyment and reading skills. They borrow books to read in class during timetabled visits to the school library. Children take responsibility for the library in the role of Junior Librarians. Staff should consider how to build on children's experiences in the library to embed further a love of reading.
- Children are developing their problem-solving skills in the extensive outdoor area using a range of natural and open-ended materials. For example, children are improving their understanding of risk and safety as they build dens and use the school pond. Partners support the development of skills for life, learning and work well. This included a recent robotics event which was enhanced by partners from the local Royal Airforce base.

2.7 Partnerships: Impact on learners – parental engagement

- Parents recognise and value the positive impact the new headteacher has had on the ethos of the school. Most parents feel the school is led and managed well, indicating that they feel staff know their child well as an individual. Almost all parents state that the school helps their child to feel confident.
- Most parents feel comfortable approaching the school with questions, suggestions and concerns and the majority feel that their views will be taken into account. Senior leaders have begun to seek the views of parents and use these to influence change. For example, parents state that a recent consultation on home learning has resulted in improvements in this area. Senior leaders should continue to ensure that parents are fully aware of how their views have been considered and influenced any change. Staff use a range of approaches to communicate with parents. These include detailed monthly newsletters, an online portal and child focus reports. Parents value these but would welcome more consistency across the school.
- The Parent Council works well in partnership with senior leaders to support the work of the school. They carry out regular fundraising and use this, and their links with local businesses, to enhance children's experiences. For example, they have organised visitors to the school to talk to children about local wildlife. Most parents feel encouraged to be involved in the work of the Parent Council and say they keep them fully informed of their work.

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

- Children benefit from the nurturing and inclusive ethos embedded across the school. All staff have very positive relationships and interactions with children, fostering a supportive and caring culture. As a result, most children feel safe at school and state that they have someone in school they can speak to if they feel upset or worried about something. Children take pride in their school and demonstrate respect for peers, staff, and visitors. Respectful relationships across the school increasingly reflect children's rights and school values.
- The majority of children can confidently discuss their own wellbeing. For example, they know the importance of having a healthy snack and how to stay safe on the road. They are at the early stages of developing their understanding of the language used in wellbeing indicators. Staff should support them in learning this language and making connections to their own lives. This could help children to use a shared vocabulary to engage in meaningful discussions and reflections on their own wellbeing and that of others. Staff should use children's evaluations of their wellbeing to identify any required interventions or curriculum focus.
- All teaching staff have recently assessed the physical and social environment to create more inclusive classrooms. As a result, most children have easy access to visual aids, learning resources, and consistent labelling. These enhancements support inclusion and improve children's engagement in learning. Staff make effective use of classroom charters which support a positive atmosphere for learning. A few teachers have linked these well to rights-based principles.
- Across the school, teachers use a commercially produced resource to support children's learning of aspects of health and wellbeing (HWB). Through this, children have been learning about their emotional and social wellbeing. However, there are important gaps in their learning. Senior leaders have rightly identified the need to develop the HWB curriculum to ensure it is progressive and covers all areas of HWB.
- Almost all staff have received training in nurture, restorative approaches and trauma informed practice. As a result, staff have a shared understanding of how to support children more effectively. They implement effective nurturing principles well in their interactions with children. This is supporting most children to feel calm and cared for. They would benefit from a dedicated space to support further their emotional regulation. The headteacher has identified correctly the need to introduce a whole school approach to increasing children's understanding of their emotional wellbeing. This could help all children to develop a common language to talk about their feelings. Staff have recently introduced a fully funded breakfast club. This is providing children with access to healthy food and supporting the transition from home to school. Children, parents and staff value this and speak positively about how this is beginning to improve attendance, punctuality and children's readiness to learn.

- Senior leaders and staff have developed effective partnership working with other agencies and specialists, resulting in positive outcomes for children. Children's wellbeing needs are met well as a result of well-planned school and community-based interventions. This includes an impactful partnership with a local food charity. Through this, children are developing cooking skills and increasing their understanding around the importance of good nutrition. A few children have benefited from outdoor learning experiences with a local charity. This has supported improvements in their confidence and self-esteem. Staff now need to monitor fully the impact of these approaches and interventions to support improved outcomes for identified children, making adaptations as required.
- Senior leaders have recently introduced pupil groups which empower children to take leadership roles in promoting wellbeing. These groups include junior road safety officers, play makers, and rights respecting. Children speak highly of how these roles are beginning to positively impact their wellbeing, enjoying the opportunity to collaborate with others and build their confidence in decision-making. Children in P5-7 are trained as play makers to assist younger children during playtime, which helps them develop communication and problem-solving skills. They believe their role is improving social times for everyone.
- Most children feel that their school teaches them to lead a healthy lifestyle. They feel that they get lots of chances at school to get regular exercise. Most children participate in, and enjoy, physical activities and sports beyond their planned PE lessons. A variety of options for regular exercise are available including cross-country, football, curling and netball. These are improving children's physical fitness, resilience and developing their skills in teamwork.
- As a result of regular training and guidance, almost all staff understand and apply the statutory requirements and codes of practice in relation to child protection. There is a shared understanding of what is expected and how this might affect children and families. Robust systems are in place to support child protection procedures and keep children safe. Senior leaders, teachers and support for learning staff have improved recently the approaches used to identify, record and monitor the progress of children requiring additional support. Senior leaders and teachers hold termly meetings to identify gaps in children's learning and plan appropriate interventions. A few children benefit from targeted support through care plans, leading to improved engagement and attainment. Staff gather effectively the views of children and parents within these plans. To enhance this, staff should develop individual education plans with specific, measurable, achievable, realistic, and timely targets for children requiring additional support. This should enable staff to track progress more effectively and plan suitable next steps.
- Children who require additional support receive effective targeted support in literacy and numeracy. This approach is primarily outside the classroom. The headteacher should, in collaboration with staff and children, explore ways to better support individual needs within the classroom. This could improve children's experience of inclusion and equality while enabling teachers to meet the needs of all children more effectively.
- Staff have developed effective transition arrangements to support children moving into and from school. This includes regular visits to settings, shared learning experiences and information sharing with parents. For example, all children coming into P1 enjoy a shared story which links to learning activities. Staff provide both universal and enhanced approaches for individuals which allow effective transitions for children who may require additional support. These build confidence and support children to settle into their new environments successfully.

- All children are included in the life of the school. Children learn about equality and diversity in a few areas of the curriculum, including religious and moral education and during assemblies. For example, children completed a piece of writing celebrating their unique qualities and shared this with others. This is helping to develop children's knowledge and appreciation of differences, equalities and inclusion. Children need more chances to learn about equal opportunities and the protected characteristics across the curriculum and in a progressive way. This should help children to develop further their skills and understanding to tackle discrimination and intolerance.

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

- At the time of the inspection, the school roll comprised of small cohorts of children at each stage. Because of this, attainment and progress will be expressed in 'overall' statements, rather than for specific year groups.

Attainment in literacy and numeracy

- Overall, attainment across the school in literacy and English and numeracy and mathematics is satisfactory. Most children achieve expected CfE levels in listening and talking and the majority in reading and writing. Most children achieve expected CfE levels in numeracy. The majority of children are capable of achieving more.
- Overall, most children who require additional support make satisfactory progress towards their individual targets.

Attainment in literacy and English

- Overall, children's progress in literacy and English is satisfactory.

Listening and talking

- Most children at early level take turns listening and talking in a variety of contexts. They follow simple instructions successfully. They need to continue to develop their skills in generating rhyming words. Most children at first level identify the purpose and main ideas of spoken texts and use information to answer literal questions. They listen carefully and follow directions. Most children at second level express their views well. They understand differences between fact and opinion. Across the school, children need more experiences presenting to audiences, for a range of purposes.

Reading

- The majority of children at early level enjoy reading and listening to a range of texts. They hear and say sounds made by a combination of letters. They understand that print carries meaning and read texts, using picture clues and retelling favourite stories. They need to develop the ability to use non-fiction texts to find information. The majority of children at first level have favourite authors and provide reasons for their choice. They read with fluency and comprehension. They would benefit from more challenge in the range of reading materials to extend their learning. The majority of children at second level read aloud with fluency and expression. They can share thoughts about character, structure and setting. They need to develop their skills in responding to a range of questions, including inferential and evaluative questions to demonstrate understanding of texts. Across the school, children need more opportunities to regularly select and read for enjoyment. This should support them to develop further a love of reading.

Writing

- The majority of children at early level use their knowledge of phonics to spell familiar words correctly. They confidently share their ideas in pictures and write a few sentences to convey or enhance meaning. They need more practice in forming letters legibly. The majority of children at first level write independently and punctuate sentences accurately. The majority of children at second level link sentences using conjunctions and organise their writing into paragraphs when developing thoughts and ideas. At first and second levels, children need opportunities to create texts regularly for a range of purposes and audiences selecting appropriate genre, structure and style. This should include using technology to improve and enhance their writing.

Numeracy and mathematics

- Overall, children's progress in numeracy and mathematics is good. Across the school, children would benefit from increased opportunities to apply mathematical skills in real-life contexts. This will support children to understand the purpose of their learning and how to apply numeracy skills in everyday life, for example through gathering and sorting data as part of pupil leadership groups.

Number, money and measure

- Most children at early level count accurately forwards to 20 and beyond. They identify and recognise numbers to 20. They should develop further their ability to use language of before, after and in-between. At first level, most children round whole numbers to the nearest 10 and 100. They successfully apply a range of strategies to determine multiplication facts. They need to develop further their ability to tell the time using half past, quarter past and quarter to, using analogue and digital 12-hour clocks. Most children at second level, use multiplication and division facts correctly. They recognise multiples and factors of whole numbers and apply knowledge and understanding of these when solving relevant problems in number, money and measurement. They are less confident when calculating durations of activities and events including situations bridging across several hours. Children at first and second levels, need increased opportunities to carry out money calculations.

Shape, position and movement

- At early level, most children accurately recognise, describe and sort common 2D shapes and 3D objects. Most children at first level, confidently name, identify and classify a range of 2D shapes and 3D objects. They know and confidently use the compass points. Most children at second level, use mathematical language well to describe and classify a range of angles. They apply their understanding of coordinate notation well across other curriculum areas. Across the school, children should continue to experience outdoor learning opportunities which support them well to develop their understanding of position and movement.

Information handling

- Most children at early level apply counting skills to ask and answer questions and make relevant choices and decisions based on data. They are confident in using tally marks. At first level, most children extract key information from charts, bar graphs and tables. Most children at second level understand the meaning of mean, median and mode. They identify and name some features of graphs. Children at all stages would benefit from increased experiences in collecting, organising and displaying data for real-life purposes and using technology.

Attainment over time

- Prior to the headteacher's appointment, the methods used to collect attainment data were not consistently reliable. Therefore, the school lacks accurate historical data on attainment. The headteacher has recently implemented effective processes to assess and track children's progress in literacy and numeracy. These new approaches are supporting teachers to become

more confident and accurate in making professional judgements about children's attainment and progress. Moving forward, all staff should continue to work together to strengthen their confidence in making assessments about children's progress and attainment. Senior leaders have begun to track and monitor the progress of different cohorts of children, for example, those with low attendance or those impacted by poverty. This should allow them to understand fully the impact of interventions to ensure best possible outcomes for all children.

- In June 2024, there was 94.36% attendance, which is in line with the national average. Senior leaders robustly monitor absences and late coming. They have identified that a minority of children attend school for less than 90% of the time, due to a number of different reasons. Senior leaders have created an action plan and sought external funding to improve attendance for these children. Currently, senior leaders work constructively to support individual families to reduce barriers to non-attendance. This includes home visits, transport provision and strong partnership working. This is helping to ensure that no child's progress is adversely impacted due to absence.

Overall quality of learners' achievements

- Children's achievements are routinely recognised and celebrated in many ways, including at assemblies, in newsletters and on displays. They value the opportunities they get to discuss their achievements and are proud to have their achievements celebrated in this way. The majority of children recognise that the school is helping them to become more confident.
- Most children recognise that the school offers opportunity to take part in activities in school beyond the school day. Staff work effectively with partners and parents to provide an extensive range of extra-curricular clubs. These are supporting children to develop skills for learning, life and work. For example, the 'Soul Core' club is providing children with opportunities to develop their physical and spiritual skills. Children can talk about some of the skills they are developing through these valuable experiences. Staff should now support children to capture their skill development. This could support them to gain an understanding of themselves as lifelong learners. Senior leaders have recently started to track children's participation in wider achievements. This should allow them to identify and support children who are at risk of missing out.

Equity for all learners

- All staff know children and families very well. Staff are committed to helping children and families impacted by poverty. Senior leaders carefully monitor the cost associated with the school day aiming to have no financial barriers associated with school. Where required, they work in collaboration with partners to support families. For example, they inform families about available support including funding for residential experiences and access to food and school uniform. This is helping to ensure children's experiences at school are not adversely affected by poverty.
- Senior leaders use PEF to fund additional staffing. These staff deliver effective targeted support in literacy and numeracy. This is beginning to impact positively on children's attainment and progress. The headteacher recognises the need to use data more effectively to identify and reduce the poverty-related attainment gap. This should support staff to evidence more effectively the impact their interventions are having on children living in poverty.

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.