

Summarised inspection findings

Kirklandneuk Primary School

Renfrewshire Council

10 December 2024

Key contextual information

Kirklandneuk Primary School is a non-denominational primary school in Renfrewshire. At the time of the inspection, the school roll was 428 children arranged across 19 classes from P1 to P7.

The headteacher has been in post for four years. The headteacher is supported by a depute headteacher, one part-time depute headteacher 0.8 full time equivalent, an acting part-time depute headteacher 0.2 full time equivalent and three principal teachers. Two of the principal teachers have a 0.8 full time equivalent class teaching commitment. One of the principal teachers has a 0.4 full time equivalent class teaching commitment.

In session 2022/23, there was 91.8% attendance, which is in line with the national average. A majority of the children live in Scottish Index of Multiple Deprivation areas 1 to 4. Approximately 33% of children in the school require additional support.

1.3 Leadership of change

very good

This indicator focuses on collaborative leadership at 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 headteacher provides strong, highly-strategic leadership and has embedded a positive culture of ambition throughout the whole school. Children, staff and parents hold her in very high regard and trust her ability to lead improvement in a caring and empathetic way. She is supported ably by her senior leadership team. Together, they have developed an ambitious and collaborative approach to leadership at all levels. Senior leaders consistently model strong teamworking and their skills complement each other very effectively. Senior leaders promote shared and distributed leadership at all levels. This is a clear strength of the school.
- Senior leaders led pupils, staff and parents through a well-considered and responsive consultation on school values. As a result, the school community has a strong sense of ownership of the values. Values are firmly embedded, and learning takes place in a calm, purposeful and supportive environment. Children and staff are immensely proud to be part of the Kirklandneuk community. All members of the community ensure that positivity, kindness, and safety permeate all aspects of school life.
- The senior leadership team are highly visible across the school. Parents and staff value their strong leadership and almost all agree that the school is well led. Children feel part of a community. They understand fully the part they play in fulfilling the school's vision of 'We are always learning, believing and improving'.
- Senior leaders manage the pace of change well and provide a clear strategic direction for all staff. School improvement priorities are identified following rigorous analysis of data, robust self-evaluation and consultation with staff. Senior leaders consult with all staff as part of this process, encouraging feedback and suggestions. Staff feel that their suggestions are

considered carefully and are reflected in the School Improvement Plan (SIP) each year. School improvement priorities are clear, manageable and measurable. Staff have a continual focus on working collaboratively to improve outcomes for all children. Together, senior leaders and teachers carefully and systematically monitor the progress being made to overcome each improvement priority. As a result, the needs of almost all children are being met well. Senior leaders should involve staff at an earlier stage in identifying priorities to ensure they are more fully involved in improvement planning.

- Almost all children participate in a pupil voice group (PVG) with each group comprising children from different stages. Staff leading PVGs consult with children on the SIP using How Good is OUR School as a framework for improvement. Children share the work from their groups in assemblies and enjoy hearing about the focus of each group. Most children feel that their views are sought, considered and acted on when identifying school priorities. Almost all children have the opportunity to take on a leadership role in their class or across school. A few children are Leaders of Learning and have worked with teachers at Kirklandneuk and other cluster schools on approaches to self-evaluation. Children are developing their communication and collaboration skills through these activities and are very proud of their work with other schools.
- Senior leaders strongly encourage and effectively model high quality collegiate working approaches. Teachers work closely with stage partners on all aspects of planning and moderation. This is leading to greater consistency in approaches to learning and teaching. Staff feel well supported and have increased confidence when using new resources or approaches. Staff collaborate very effectively with colleagues from cluster schools as part of a robust moderation programme. Senior leaders have prioritised this work ensuring that staff time is protected. Staff's effective cluster working is ensuring a more consistent experience for children as they transition to secondary school.
- Senior leaders ensure all teachers have sufficient time to participate in discussion regarding their professional development and needs. Senior leaders encourage all teachers to identify leadership opportunities that best meet their skill set and interests and will lead to improved outcomes for children. Almost all teachers have a practitioner enquiry project linked to the SIP. For example, in promoting a culture of reading for enjoyment across the school. At the heart of this success is a genuine culture of self-evaluation and collegiate working amongst staff. All staff are ambitious for children and understand that they will support children best by working together. Staff value their work with cluster schools and other professional networks. Staff's outward-looking approach to improvement is a strength of the school.
- Senior leaders have a clear vision for improving children's experience of learning and teaching. Robust quality assurance processes are in place to ensure consistency of learning and teaching at all stages. Senior leaders have a strategic approach to quality assurance with a clear focus on improving outcomes for all children. Teachers have regular tracking and monitoring discussions with senior leaders. They conduct regular learning walks as a key feature of their quality assurance programme. They make good use of the knowledge gained from quality assurance to share good practice with teaching staff and to identify support as appropriate. Teachers value the feedback provided as it supports their professional development. Children benefit from these approaches as they are leading to improved consistency in teaching and beginning to lead to increased attainment.
- Senior leaders actively seek views on the use of Pupil Equity Fund (PEF) priorities from staff and children. The Parent Council and headteacher discuss PEF and SIP priorities. Senior leaders should develop a more consultative approach to this aspect of the Parent Council's role. PEF spending is clearly focused on approaches to close identified gaps in learning for individuals and groups.

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

- All staff work together effectively to create a calm, safe and nurturing learning environment. They contribute to the supportive ethos and show a commitment towards rights-based learning. The Kirklandneuk values of Kindness, Positivity and Safety are evident consistently in interactions and practice. Relationships across the school are very positive, caring and respectful. Most children feel that staff help them to understand and respect each other. Most children say that they are encouraged to do the best they can. The children are proud of their school and their achievements.
- Staff implement effective approaches to support positive engagement and emotional regulation. These ensure that almost all children are ready to learn and engage. A few children benefit from sensitive and calm support from staff to manage any dysregulated behaviour. This ensures minimal disruption to learning and teaching.
- Across almost all classes, most children respond successfully to the well-established routines and expectations. Core teaching approaches across the school provide increased consistency of experience for children. The Kirklandneuk Standard provides clear guidance on learning expectations and interactions. Staff have developed attractive, engaging and nurturing learning environments across the school. For example, they have created displays which celebrate the children and their achievements. They provide prompts which children use well to support their learning.
- Most children are motivated and purposeful in their learning. The majority of learning experiences are appropriately engaging and well-matched to the children's interests. Teachers should increase their expectations and provide increased levels of challenge. Children should be provided with more opportunities to lead aspects of their learning. This should ensure that children have a clearer understanding of themselves as learners.
- Staff have begun to implement playful learning pedagogies to enhance children's learning in science, technology, engineering and mathematics (STEM). In a few classes, this is having a positive impact on children's motivation, engagement and readiness to learn. There is scope to provide more creative learning opportunities across all areas of the curriculum.
- Across all stages, teachers provide opportunities for children to learn individually, in pairs and in groups. Staff have introduced a progressive programme to improve children's understanding of the skills they are developing. Recently introduced Personal Best workbooks support children to set their own targets and record school and wider achievements. This approach is beginning to have a positive impact on children's ability to recognise skills for learning, life and work.

- In almost all lessons, teachers effectively explain the purpose of learning and share the steps the children need to be successful. This is re-visited during and at the end of lessons when reviewing learning. In the best practice, children engage in co-creating relevant success criteria. This practice should be shared across all classes. This would support children to understand, assess and lead their learning more effectively. Teachers use questioning to check for understanding. They need to make greater use of higher order thinking skills and improve the pace of learning to support an increase in challenge.
- Almost all teachers use agreed assessment strategies well to support children during their learning. This is enabling children to be more engaged in their learning. In a few lessons, children receive high-quality constructive feedback. This is leading to children having a more accurate understanding of their progress in learning and what they need to do to improve. Senior leaders should share this good practice more widely across the school. This should lead to a greater consistency across classes of high-quality learning and teaching.
- In most lessons, teachers use digital equipment well to support their teaching. Children confidently use digital technologies to enhance their learning. They complete research, access resources through digital matrix codes and record aspects of their learning. As planned, staff should continue to develop more challenging and motivating approaches to digital literacy.
- Early years staff are developing their approaches to play pedagogy. They carefully plan the environment and learning spaces provided to children, taking good account of the children's interests and stages of development. As a result, children access engaging and interesting play spaces. Staff provide daily provocations, activities which build curiosity, as well as planned learning experiences. Appropriate adaptations to the learning environment are made based on observations. Most children engage well in purposeful play, and experience daily opportunities to engage in outdoor play sessions. Teachers should continue to develop their shared understanding of play pedagogy. This should include developing their approaches to observations, allowing them to identify children's achievements and plan appropriate next steps in learning.
- Staff effectively use online planners linked to national Benchmarks to ensure planned assessments link clearly with planned learning. Assessment approaches are consistent across the school in literacy and numeracy. Staff have opportunities to moderate learning with stage, level and cluster colleagues. As planned, staff should continue to develop a consistent approach to assessment and moderation across the curriculum. They should ensure assessment approaches are matched to the learning needs of all children. This should provide opportunities for children to demonstrate application of knowledge and skills across the curriculum.
- All staff use agreed formats and progression pathways to plan appropriately for short, medium and long-term learning. Almost all teachers plan learning which is matched to the needs of most children in literacy and numeracy. Through staged intervention planning, teachers identify and provide targeted support well to individuals as part of their daily class work. This ensures that children continue to learn alongside their peers. Teachers are not yet fully involved in developing individual plans for children who require additional challenge. As planned, teachers need to involve all children more in planning learning which builds on their knowledge and skills.
- Senior leaders effectively use the local authority and school digital tracking and monitoring systems. They use these to gather important information about individual children and targeted groups, this includes care experienced children and those children impacted by poverty. Senior

leaders meet with class teachers three times a year to discuss children's progress in literacy, numeracy and health and wellbeing. Together, they review the range of data gathered to identify children who are not making expected progress and agree appropriate interventions and supports. Senior leaders effectively monitor the impact of planned interventions. This allows them to measure children's progress and make informed decisions about next steps. Staff should now track progress across all curricular areas.

2.2 Curriculum: Learning pathways

- Staff demonstrate a strong commitment to children's rights and wellbeing. There is clear evidence that the school's values of Kindness, Positivity and Safety underpin the rationale for the curriculum.
- All staff implement consistently local authority and school developed learning pathways successfully for all curricular areas. These are based on Curriculum for Excellence (CfE) experiences and outcomes and national Benchmarks. The agreed curricular pathways support all staff well to plan relevant learning experiences and meet the needs of most children.
- All class teachers work effectively with stage partners to plan across all curricular areas. They plan learning which uses links across different subjects. This is beginning to support children to develop and apply literacy and numeracy skills across different areas of the curriculum and in different contexts.
- Most children benefit from well planned and relevant experiences in STEM. Staff have created flexible learning spaces to support the teaching of STEM through discovery and playful learning. They should continue to develop increased opportunities for personalisation and choice through these approaches.
- All children take part in planned outdoor learning experiences within the school grounds and wider community. As planned, senior leaders and staff should continue to develop outdoor learning to ensure a more consistent, progressive approach at all stages.
- All children receive two hours of quality physical education each week. Teachers make good use of indoor and outdoor spaces to deliver a progressive programme of physical education.
- Children receive their entitlement to experience a 1+2 languages approach. Teachers use a progressive programme to plan learning in French and Spanish languages and culture across all stages.
- Staff have recently introduced a whole-school approach to teaching and assessing skills for learning, life and work. All teachers support children to identify and develop the skills that are required across a range of learning activities. Staff should continue to support children to recognise the skills they are developing as a result of all their learning experiences.
- Staff have developed class libraries to promote a rich reading culture across the school. These libraries reflect the interests of the children and are used effectively to support learning across all curricular areas. All children are encouraged to make use of the parent led school lending library which promotes reading for enjoyment. As a result, children engage more readily in reading for pleasure.

2.7 Partnerships: Impact on learners – parental engagement

- Most parents value highly the positive relationships within the school community. They recognise that the school values underpin the work of the school, and that staff treat children fairly and with respect. They know them as individuals. Most parents feel that all staff are approachable and always willing to listen to their concerns.
- Most parents value the effective communication from senior leaders and staff and feel informed about their child's achievements and the work of the school. They appreciate the range of approaches used to communicate information. These include weekly newsletters, workshops, Pupil Progress meetings, celebrations and the use of a digital platform.
- The Parent Council is highly supportive of the work of the school. Senior leaders regularly seek the views of parents on a range of initiatives using digital surveys and questionnaires. Parents feel that they have regular opportunities to engage purposefully in the work of the school. For example, they provide valuable support through initiatives such as the school lending library and uniform bank. Parents successfully raise funds through events and grant applications which enhance children's experiences and promote equity of access for all.

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

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

- The headteacher has cultivated a highly nurturing and supportive learning environment where staff have a deep knowledge and understanding of children and their families. The school values are reflected consistently in the interactions among children and staff. These are set within the school's promise of 'We will listen, we will be kind, and we will help you.' Relationships within the school community are extremely positive, with both staff and pupils expressing pride in their school. Collaboration among staff is strong, leading to effective mutual support, which fosters a calm and purposeful atmosphere in almost all classes.
- Staff support children's wellbeing very effectively. Almost all children have a very good understanding of the wellbeing indicators. Children are confident discussing how they can keep themselves safe. Most children know who to talk to if they have any worries or concerns. All staff support children well to talk about how they feel and to develop their knowledge and use of emotional literacy. Children are now increasingly confident at sharing how they feel. Most children say that they feel safe in school.
- Almost all staff have engaged in extensive training to support children's wellbeing, including nurture training, trauma-informed practices, and environmental audits. Staff achieved accreditations for their efforts in cultivating a positive learning environment. Teachers have implemented colour-coded zones within classrooms and open spaces, allowing children who need support with emotional regulation to use these designated areas. As a result, children are increasingly demonstrating independence in managing their emotions. This enhances their readiness to learn and has significantly increased the time children spend engaged in class activities. Senior leaders recognise that a few children would benefit from a more structured approach to maximise their engagement and participation in learning.
- Staff work very well with a range of partners, including an educational psychologist, to plan and deliver effective support to children and families. All staff have developed effective skills in the use of visual cues and an agreed consistent language when responding to children's emotions and actions. This has resulted in almost all children across the school demonstrating very good behaviours. This has also led to a reduction in the number of exclusions, and this now stands at zero recorded exclusions.
- Teachers plan a comprehensive range of health and wellbeing activities. They ensure effective and appropriate coverage of CfE experiences and outcomes. These activities encompass programmes that support emotional wellbeing, explore relationships, and promote online safety. As a result, children benefit from broad, progressive, and meaningful experiences that foster a strong sense of belonging and awareness of their rights. Weekly health lessons and assemblies reinforce the language of rights throughout the school community. This is empowering children to make informed decisions about staying safe in school, online and within the local community.

- Staff identified that social times can be over stimulating for a few children. In response to this they offer designated quieter areas for children to access. Children and staff feel this has positively influenced breaktime behaviour. Children at early level benefit from daily outdoor learning, which effectively engages and motivates them in their learning. Younger children particularly enjoy the active play activities led by P6 children during breaks and lunchtime. As planned, teachers should develop opportunities for outdoor learning across all stages more frequently to reflect the needs and interests of all children.
- Almost all children participate in, and enjoy, physical activities and sports beyond their planned PE lessons. A variety of options for regular exercise are available during lunchtime, including football, gym trails, and basketball. These are improving children's physical fitness and developing their skills in teamwork. Most children demonstrate a well-developed understanding of how a balanced diet and regular exercise contribute to their long-term health.
- Staff and partners effectively support children's wellbeing during key transition points including when children move class or stage. Throughout the year, P6 buddies visit children in the nursery and continue to support children to settle into school life when they start P1. P7 children have several visits to their cluster secondary school with the culmination being the very popular 'I'm a P7 get me out of here' day. Children who require additional support access helpful enhanced transition arrangements. Parents are involved actively in transitions through meetings with staff and follow-up calls, ensuring they are included in decisions about their child's education. As a result, almost all children transition confidently and adjust well.
- Staff effectively fulfil their statutory duties. They engage actively in relevant professional development and know where to seek advice and guidance as required. Senior leaders and staff successfully track the progress of all children who require additional support in their learning. They are increasingly involving children and their families in planning to ensure that they meet the needs of each child. They set individual targets for these children. Children know their personal targets, including those related to their wellbeing, and how to improve. As a result, children who require additional support demonstrate appropriate progress in their learning. Senior leaders should continue to support teachers to develop more precise and measurable targets for children. This should enable a clearer assessment of their progress from prior learning.
- Partners collaborate very effectively with school staff to deliver a variety of targeted interventions for individuals and groups throughout the school. For example, children who have experienced care, receive weekly opportunities to participate in sporting activities. Children feel that this has enhanced their physical and emotional wellbeing. Staff have undertaken professional learning to ensure an understanding of the unique barriers that care experienced children may face. Staff were awarded the National Positive Partnership Award for their work in this area. Support staff work seamlessly across all classes, providing focused assistance to individuals and groups, including those benefiting from PEF. They have a deep understanding of each child and are highly responsive to their individual needs.
- Children celebrate diversity and deepen their understanding of faiths through the religious education curriculum, assemblies and whole-school events. Across the school, children learn and can talk about protected characteristics through exploring topics such as racism and gender equality. Children who have joined the school from other countries or schools are warmly welcomed by their peers and quickly integrated into the school community. Almost all children express that staff actively support them in understanding and respecting the similarities and differences among individuals.

- Senior leaders and staff actively foster an inclusive environment where all children feel valued and engaged in every aspect of school life. They recognise that some children may encounter barriers to learning due to their socio-economic circumstances or additional support needs. Staff proactively signpost families to financial assistance. They ensure that all children can participate in activities, access school uniforms, and obtain necessary resources.

3.2 Raising attainment and achievement

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

- Overall, children's attainment in literacy and numeracy is satisfactory. At early level, most children achieve expected CfE levels in literacy and numeracy. At first and second levels, most children achieve expected levels in listening and talking and the majority in writing, reading and numeracy. A minority of children across the school are capable of achieving more in literacy and numeracy.
- Most children with additional support needs are making good progress towards their individual learning targets.

Attainment in literacy and English

- Overall, most children are making good progress in literacy from their prior levels of attainment.

Listening and talking

- Across the school, children are articulate and speak with confidence to adults and peers. Most children at early level follow simple instructions, listen to each other and take turns. They share their ideas well with each other during play. Most children at first level interact well with each other and respond to listening and talking cues. Most children at first and second levels, ask relevant questions and share their ideas appropriately during group activities and class lessons. The majority of children at second level talk confidently and show respect for the views of others. Children, across the school, need increased opportunities to build on the ideas of their peers.

Reading

- Children, across the school, enjoy reading and benefit significantly from the positive culture for reading which the school has created. The well stocked parent run library is accessed regularly, and the children's preferences influence new purchases. Across the school, children are confident reading aloud and do so with increasing fluency. They make good use of cues from the punctuation and text.
- Most children at early level are making progress in developing early reading skills. They are learning to recognise letter patterns. Most children at first level sound out confidently and use their initial sounds and blends to decode and read common and rhyming words. Most children at first level explain clearly why they prefer a particular author or genre. They read with expression and ask and answer questions about their texts. The majority of children at second level discuss the impact of the writer's style and structure to engage the reader. Across the school, children need more practice in understanding, analysing and evaluating a wider range of texts.

Writing

- Children, across the school, talk about their ideas and use plans and mapping well to structure and improve their writing. Most children at early level are developing pencil control to form letters and words. They write in simple sentences with capital letters, full stops and finger spaces. Most children at first level write independently and use a developing vocabulary to engage the reader. They have a good understanding of the purpose of punctuation and use this effectively within their writing. Most children at second level use ambitious language and are able to write well to describe settings, build suspense and write instructions. They use paragraphs and appropriate punctuation accurately. They understand writers' techniques including metaphors, similes, alliteration and personification and use these to enhance their writing. Children, at all stages, would benefit from increased opportunities to write extended and more complex text across all curricular areas.

Numeracy and mathematics

- Overall, most children are making satisfactory progress in numeracy and mathematics. They should now apply their skills in different contexts and revisit learning on a regular basis.

Number, money and measure

- Most children at early level count confidently to 20 and beyond. They know which numbers come before and after 20 and count forward and backwards from a given number. Most add and subtract within 10. Most children at first level demonstrate a good understanding of place value and rounding. They estimate length of objects accurately and compare the size of simple fractions. They are not consistently accurate when calculating the change from a given amount. They would benefit from increased opportunities to solve problems that involve multiplication and division facts. The majority of children at second level have a good understanding of place value. They round whole numbers accurately. They require more practice in making the link between fractions, decimals and percentages. At second level, children need practice completing calculations related to area and volume of shapes and objects.

Shape, position and movement

- Almost all children at early level recognise common two-dimensional (2D) shapes. They are not secure at identifying and describing three-dimensional (3D) objects. They use accurately the language of position such as front, back, over and under. Most children at first level identify a range of angles. Most children at second level use mathematical language to describe and classify different angles. Children at first and second levels are not confident in using mathematical language to describe the properties of 2D shapes and 3D objects.

Information handling

- At early level, most children create pictorial displays to classify objects and answer questions. At first level, most children can interpret information in a pictograph and answer associated questions. They would benefit from further opportunities to display data in charts, diagrams and bar graphs. Most children at second level identify different ways to display data. Across first and second levels, all children would benefit from developing further understanding of information handling through relevant contexts. Across the school, children should be provided with increased opportunities to use digital technology to record and display information.

Attainment over time

- Senior leaders have robust systems in place to track children's progress over time in literacy and numeracy. This includes useful data about the progress and attainment of care experienced children, those requiring additional support and those with barriers to learning caused by poverty-related factors. They use this data very well to monitor the effectiveness of interventions designed to improve outcomes for children and to track progress over time. Staff

are fully aware of aspects of progress which were impacted by COVID-19, particularly in literacy. They have focused on improving attainment in reading and writing in recent years. Their improvements to learning and teaching and more settled learning environments have ensured that they have accelerated the progress children are making in literacy and English. Senior leaders and staff should now develop approaches to track children's progress across all curriculum areas.

- Overall attendance is in line with the national average. There are clear procedures in place to track and monitor children's attendance. Senior leaders meet weekly to discuss where any child's attendance has fallen below 90% or where any patterns are emerging. Staff use a traffic light system to ensure that vulnerable children's attendance is followed up by senior leaders. The reasons for a recent decline in attendance is well understood by staff. To address this senior leaders, alongside cluster colleagues, have undertaken a significant media campaign to highlight to parents the impact of non-attendance. Effective partnership working has supported the development of positive relationships with families. There is evidence that appropriate interventions are improving attendance and reducing late coming for a few identified children.

Overall quality of learners' achievements

- Staff recognise and value the personal achievements of all children. They celebrate children's achievements well in class and through assemblies, awards, house groups, a digital platform and sport and leadership opportunities. All children enjoy having their achievements celebrated in a variety of ways. Children speak with confidence and pride when discussing their many achievements, in and out of school. Children across the school have begun to track their own achievements and self-evaluate their skill development through the Personal Best Programme. They are at the early stages of recognising the skills they are developing through their wider achievements. Senior leaders should continue with plans to embed further this approach. They should support children to track the skills they are developing through their many experiences.
- Staff plan successfully a wider achievement offer for all children to participate in activities during and outwith the school day. Across the school, children develop skills in independence, resilience and teamwork through outdoor activities, shows, awards, trips and residential experiences. Almost all children take responsibility, demonstrate skills in leadership and contribute to the life and work of the school through participating in pupil voice groups. For example, the Reading PVG took on board children's suggestions and have recently improved class library areas. Children report that their class libraries are now more comfortable areas where they want to read.
- Staff work closely with a range of partners to provide experiences beyond the school day. These include activities for whole classes as well as for targeted groups of children. They offer experiences so that children have the chance to become confident, responsible, successful individuals who often achieve accreditation through national scheme awards. Children improve their physical fitness and further develop their leadership skills through taking part in activities such as cycle training, football, handball and multi-sports. Senior leaders have procedures in place to identify children who are not participating. They engage directly with families to remove any potential barriers.

Equity for all learners

- Senior leaders and staff have a strong awareness of the socio-economic background of children and their families. They know children and their families well and successfully address the cost of the school day. Senior leaders have collaborated with partners to develop an Equity Plan. This plan clearly outlines the universal and targeted support offer for children across the school. All children have access to a free breakfast and snack. This

ensures equity of experience for all children. Children and families benefit from a range of other practical support including, for example, a uniform shop and a Christmas present drive. The Parent Council supports the life and work of the school very well. They contribute funds to the school to enhance children's experiences. For example, they have funded new outdoor fitness equipment.

- Senior leaders' rationale for PEF spend is based on robust analysis of a wide range of data to identify needs for specific groups of children. Senior leaders use PEF well to provide additional staffing and resources. These staff focus on raising attainment in literacy and numeracy and provide support to targeted groups of children who face barriers to learning. As a result of these targeted interventions, children are making good progress against specific targets. Staff have been successful in closing the poverty related attainment gap in writing, reading and numeracy. A few parents are aware of how PEF is spent to meet the needs of children most affected by poverty. Senior leaders should consult parents on the use of PEF.

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.