

# Summarised inspection findings

**Bishopmill Primary School**

Moray Council

11 June 2024

## Key contextual information

Bishopmill Primary School is a non-denominational primary school in Elgin, Moray. At the time of the inspection, the school roll was 385 children across 14 classes. The headteacher has been in post for four years and is supported by three depute headteachers, who have some class teaching commitment. In session 2020/21, there was 97.2% attendance, which was above the national average. There were no exclusions during that period. In September 2022, 77.5% of children lived within Scottish Index of Multiple Deprivation deciles 7 to 10.

### 1.3 Leadership of change

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 school's 'ACORN' values of achievement, cooperation, outstanding behaviour, respect and new beginnings have been in place for a number of years. Staff help to embed these values further by highlighting them at the beginning of each school session, at assemblies and through learning conversations. This is helping children to develop a good understanding of them. Children are proud of their school and can articulate the school values and vision 'From a little acorn grows a mighty oak' well. Senior leaders involve all staff, pupils and parents in an annual review of their vision, values and aims. Parents, children and staff feel these are still relevant to the current context and in line with their aspirations for the school community. As planned, senior leaders should use the feedback from their review to explore further what these values mean in practice in all aspects of the life and work of the school.
- Senior leaders know all the children, their needs, and their backgrounds well. The headteacher is supported extremely well by depute headteachers who have wide ranging remits across the school. Together they lead improvements effectively. Senior leaders monitor the work of the school. They have created a quality assurance calendar which outlines the range of approaches used to effectively evaluate the quality and impact of children's learning experiences. Almost all teachers are included in the evaluation of school improvement activity. Senior leaders, following self-evaluation activities, share whole school overviews with staff which highlight identified strengths and areas for development. They should continue to ensure that all areas for improvement are proactively followed up and that all quality assurance activity leads to improved outcomes for learners.
- Since her appointment, the headteacher has worked with depute headteachers to identify the need for a more consistent approach in a number of areas. This includes in the teaching of writing, spelling and maths. Senior leaders have guided this direction of travel and pace of change well. They now need to use a wider range of data to monitor the impact of these changes on meeting the needs of all learners. This should support them in measuring the impact of improvement priorities and allow them to concentrate their efforts on initiatives and practices, that will make a difference for children.

- Senior leaders have secured the trust of children, staff and the wider school community. Staff embrace positively the support and strategic direction offered by senior leaders. Most staff feel the school is led and managed well. Staff feel very well supported by senior leaders and benefit from strong collaborative teamwork with their colleagues.
- Most staff are committed to change. Teachers have been involved in regular evaluation of the school's work against quality indicators. They understand that senior leaders have used this information to inform the school's improvement plans. Teachers have been involved in leading a few improvement priorities, such as reviewing approaches to planning. They could be more involved in engaging with self-evaluation data to support the identification of improvement priorities, plan targets and interventions. This should support staff to take increased responsibility for implementing change. Parents, children and the wider community should be more involved in contributing to the plans for continuous improvement.
- Almost all teachers have an additional responsibility, and a few have a leadership role within the school. As a result, they feel valued and involved in the life and work of the school. Most support staff discuss confidently their professional learning. As a result of recent training, support staff provide appropriate and effective support to neurodivergent children and through a programme to support loss and change. Senior leaders should continue to build on this positive approach. They are in a strong position to develop leadership at all levels and empower staff to implement research informed improvements.
- Almost all teachers have participated in learning activities to support a new approach to teach numeracy. They are currently at the early stages of engaging in professional research and enquiry to develop further their understanding of what constitutes high-quality learning and teaching. Teachers appreciate the opportunities they get to trial new approaches. These are based on their interests and link to current priorities. As planned, senior leaders should support teachers to critically reflect on these to ensure they develop their existing skills and improve outcomes for learners.
- In all classes children have opportunities to undertake leadership roles. For example, all children represent their class on the newly formed activism groups. Children speak positively about their ability to provide feedback on aspects of the school through the recently introduced 'Child Chatter' sessions. Staff should continue to develop children's opportunities to reflect on and improve the work of the school. They should monitor the impact of these groups and ensure children are aware of how these and the 'Child Chatter' sessions are leading to school improvements.
- Most staff have a good understanding of the school's social, economic, and cultural context. Senior leaders use national data, alongside their own local knowledge, to identify families who would benefit from additional support. Senior leaders demonstrate empathy, compassion and sensitivity in supporting families.
- Senior leaders use Pupil Equity Funding (PEF) well to provide targeted support for children in literacy and numeracy. 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

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

- Staff know children and families well and work effectively together to develop and sustain a positive ethos across the school. Teachers have established calm and purposeful learning environments, using well-established routines at points of transition. This consistent approach across classrooms helps children focus during learning experiences. Overall, almost all children listen and engage well in their learning. They are eager participants in class discussions and keen to contribute.
- Most teachers use the school values and their shared language of wellbeing regularly to reinforce high expectations. Almost all children demonstrate positive and respectful interactions with adults and each other. They are polite and supportive of one another. Most children are consistently well-behaved and respectful towards adults and their peers. A few children need regular reminders to listen well. Adults provide well-timed reminders and share expectations of behaviour to help children who require it. In a few examples, teachers use praise and positive reinforcement very well which helps children have a clear understanding of how to be a good learner. As planned, senior leaders should review with staff the school's positive relationships policy to ensure a consistent approach.
- Senior leaders and teachers have had a long-term focus on improving the consistency of learning and teaching across the school. They have invested in approaches and professional learning which supports teachers well to improve their practice through the use of concrete materials and visuals. Senior leaders have developed a positive culture where staff work collaboratively to improve experiences for children. Teachers work effectively as a team to improve their practice. As a result, most children enjoy learning in school.
- In almost all lessons, teachers' instructions and explanations are clear which helps children understand the purpose of their learning. In almost all lessons, teachers help children understand how they will be successful in tasks and activities by sharing what success will look like. A few teachers involve children in co-creating success criteria which helps children identify the skills they can develop through learning. Throughout lessons, almost all teachers provide quality verbal feedback that supports children very well. Teachers should continue to develop and review their approaches to providing high quality feedback. This should focus on providing clear guidance for children on how to improve further.
- In almost all lessons, teachers use questioning very well to check for understanding and review prior learning. They plan space and time to engage children in class, group and paired discussions to develop children's thinking. In most lessons, teachers ask open-ended questions to support children to explain their thinking and justify their opinions. This effective approach is helping most children deepen and extend learning further. Teachers now need to ensure they are consistently responsive to these discussions. They should build on children's contributions to extend the learning for those who require more challenge.

- In lessons, teachers set work at the right level of difficulty for most children. This supports children's engagement in their learning. In a few examples, teachers link learning with real-life contexts to help children understand how their learning is useful for everyday life. Often learning is overly teacher led which affects the pace of learning. Teachers should continue to review teaching approaches and improve the pace of learning for a minority of children. They need to plan more consistently activities that match all children's learning needs and provide the right level of challenge. In addition, they should support children to take responsibility for their learning. This will allow teachers time to provide quality, discrete teaching sessions for both children who require more support and those who need increased challenge.
- In almost all lessons, teachers use interactive boards and visualisers well to help children understand and visualise new contexts. They have established positive partnerships to develop further their use of technologies to support learning and teaching. Children experience coding through the use of software and programmable toys. Teachers recognise connectivity issues impact on their use of digital approaches to support the curriculum. Senior leaders have responded rightly and are increasing the range of tools children can use to improve their skills in digital technologies.
- Staff are at the early stages of developing play pedagogy for younger children. Teachers plan blocks of play for children to experience personalisation and choice. Children are developing their communication skills and increasing their resilience and social skills. A few children sustain their interest in block play and work well as a team to build and test different structures. Teachers use national practice guidance to reflect on their approach and review environments. They plan for teacher directed and child-led experiences at different points through the day. As a next step, staff should review their approach to integrate quality play experiences throughout a child's day. This should support children to return to experiences across the day to deepen and extend learning further.
- All teachers work with stage partners to plan learning, teaching and assessment opportunities across the curriculum. They now use experiences and outcomes and national Benchmarks to identify assessment opportunities at the point of planning. This is helping to develop a consistent approach to assessment across the school. Senior leaders and teachers meet three times a year in stages to discuss learning for children across the different levels. Teachers engage in professional dialogue and appreciate the challenge and advice from senior leaders. Senior leaders and teachers have worked together to develop planners to ensure coverage of all curricular areas. They use frameworks, plans that link curricular areas, suggested activities and children's ideas to plan contexts for learning. They use stage meetings to engage in informal moderation which is helping develop a shared understanding of what learning looks like across a level. Senior leaders and teachers plan to continue to review the revised planning formats. Teachers should ensure that evaluations highlight the progress children make. This should help them to plan experiences that meet all children's learning needs and ensure increased challenge for children as they progress through a level.
- Teachers make good use of a few assessments to assess progress and confirm attainment levels for literacy, numeracy and wellbeing. They should now use numeracy assessments to ensure all children receive teaching that provides the right level of challenge. As planned, they should plan high-quality assessments to allow children the opportunity to demonstrate and apply their skills in literacy and numeracy across the curriculum. Teachers have recently worked with colleagues across the associated school group to moderate writing to confirm children's achievement of a level. This is helping to ensure teacher judgements are increasingly reliable and robust. Staff should now explore how to involve practitioners from local nurseries and secondary staff to moderate across early and third levels.

- Senior leaders use a well-established quality assurance calendar that provides all teachers with an overview of key targets. They meet with class teachers regularly to review the progress each child is making in literacy, numeracy and wellbeing. Where teachers and senior leaders identify gaps in learning, interventions are planned and actioned promptly to support individuals and groups. Senior leaders should now analyse groups and cohorts more rigorously to identify trends. This will support teachers to have a clear understanding of the supports and strategies that are having the greatest impact on children's progress and closing gaps in learning. Furthermore, teachers now need to use support for learning plans to influence their planning for children when learning in class. They should ensure appropriate differentiation to build upon the strong support they receive through targeted interventions.

## 2.2 Curriculum: Learning pathways

- Teachers use well a range of local authority and commercial progressive pathways for all curricular areas. Staff have used these pathways to plan frameworks for social studies and health and wellbeing. This ensures children experience the breadth of each curricular area. They have plans to review pathways to ensure children experience the right level of challenge and have opportunities to revisit and deepen learning across a level.
- All classes experience blocks of learning in food and cooking in the school's well-resourced cooking room. They learn progressive skills from tearing to cutting which is developing well children's skills and knowledge in the curricular area.
- Teachers provide children with high-quality physical education (PE) weekly. They now need to ensure that children receive their full entitlement of two hours PE weekly. Children engage in regular physical activity indoors and outdoors. They have planned opportunities to learn and develop other skills and knowledge through blocks of loose parts play. Staff plan opportunities for children to take learning outdoors as well as trips and excursions that support children's learning in key contexts. Teachers report these experiences are having a positive impact on children's wellbeing as well as improving their skills in teamwork, communication and collaboration.
- Children at all stages learn French and teachers embed French vocabulary into classroom routines to provide children with ongoing exposure to the language. Teachers use progressive pathways well, building on children's prior learning. In P5 to P7, children experience blocks of learning in German, developing vocabulary and cultural awareness.
- Staff work with a range of partners to enhance their curriculum. This includes Scottish Opera and a music specialist who provide children with high quality learning in expressive arts. Senior leaders have invested in a progressive music programme to ensure children at all stages experience regular high-quality learning in this area. Staff have developed important partnerships with a local university, building company and links with the local authority digital learning team. These partnerships are improving the skills of staff to deliver experiences in science and technologies. Staff plan annual visits from local organisations and business for each year group to help children understand how their learning in numeracy and mathematics is relevant to real life. They are at the early stages of using a skills framework to help children recognise the skills they develop for learning, life and work. Together, these approaches should enhance further children's understanding of their skills development.
- The school has a large library in addition to small class libraries. Children would appreciate and benefit from more regular access to a wider range of texts. In taking this forward, children should have a role in identifying suitable and interesting texts, which take account of their interests.



## 2.7 Partnerships: Impact on learners – parental engagement

- Staff have surveyed parents to seek their views on the school's vision, values and aims. They used this information well to ensure a shared understanding of expectations across the school community. The majority of parents would like to have more opportunity to influence change within the school.
- Most parents say that they receive regular feedback about how their child is learning and developing. The majority of parents say they receive advice on how to support their child's learning at home. A few parents would prefer more individualised feedback regarding how their child's learning is progressing. A few parents would like their children to have more challenging learning activities.
- Families from a military background appreciate the support the depute headteacher gives to parents and children. Monthly coffee mornings offer information on different aspects of health and wellbeing and give much needed pastoral support.
- There is an active Parent Council and parent teacher forum who are keen to engage more parents in supporting the life and work of the school. At present their role is to organise fundraising activities. For example, fundraising supports the purchase of food to enhance learning in the food and technology curriculum.



## 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 that need to be addressed as a matter for urgency.

### 3.1 Ensuring wellbeing, equality and inclusion

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

- Across the school, there is an inclusive and welcoming ethos. Children are proud of their school and show respect for each other, adults and visitors. Overall, relationships between staff, children and their peers are positive.
- Most children have a clear understanding of their wellbeing. They can identify different ways they can be safe, active and healthy. They talk about the different wellbeing indicators and most articulate well how the school helps them to have healthy lifestyles. For example, helping them to make healthy eating choices and access to regular physical exercise. Children benefit from the regular opportunities to play different sports in school and when working with partners. Over the last few years, senior leaders and staff have prioritised supporting children's emotional wellbeing. All staff and partners have undertaken appropriate training for this. As a result, children are developing well their emotional literacy. They make use of different tools to share how they are feeling. Helpfully, staff also share the school's strategies and approaches with parents. Children evaluate their wellbeing twice per year using developmentally appropriate surveys. Senior leaders and teachers use this information well to plan and provide appropriate support.
- Children speak positively about the dedicated calm spaces they can use in their classrooms when they feel frustrated or would like a quiet space to work. Almost all children now manage their emotions well in class. A few children benefit from one-to-one adult support to help them do this. Most children feel they have someone to speak to in the school if they have any worries or are upset. Staff should continue to make children aware of the different ways they can communicate with adults if they are upset or worried.
- Staff know children well and the different challenges they may face. Senior leaders maintain a very visible presence across the school to check in with particular children who may be anxious or feeling overwhelmed. Overall, support staff are deployed effectively to support individual children who become distressed or dysregulated. As a result, episodes of dysregulation are rare. While staff have a good understanding of children's individual needs, senior leaders should continue to communicate more effectively and regularly with the support team. They should ensure that all staff who work with identified children receive pertinent information and risk assessments. This should enable staff to provide the appropriate support at the right time.
- Senior leaders are very proactive in securing additional resources to help children and families. They work well with a range of partners to develop children's emotional, social and physical wellbeing. For example, they are currently working in partnership with Moray College UHI colleagues to deliver a cookery programme, Mini Cooks, for a group of older children. This is effectively increasing children's understanding of hospitality and healthy eating in a real-life context. In addition children are also developing important social skills. This work complements well the school's successful food and technology programme.

- Staff work well with partners to deliver tailored programmes to support children deal with significant change and loss. A home-school link worker also provides effective bespoke support for children who may be anxious about coming to school. Senior leaders recognise the importance of working closely with families to maximise children's wellbeing. They offer regular coffee mornings to enable parents to meet other parents and to learn how to further enhance their children's learning and wellbeing at home. Strong partnership working with community and development colleagues supports this well. Children and parents from military backgrounds are settled and supported well in the school as result of a range of bespoke supports.
- Staff have a clear understanding of their roles in relation to child protection, safeguarding and meeting the additional support needs of learners. Over the last few years, senior leaders have developed effective approaches for identifying and providing support for children who need additional support for their learning. The support for learning team work very well together to provide a range of targeted support and interventions. They provide support for a significant number of children across the school. They set clear learning targets which are reviewed regularly to ensure children are making the best possible progress. Support for learning staff carry out regular assessments to measure children's progress in overtaking set targets. Children benefit well from this planned and intensive support. It is important that class teachers ensure children have opportunities to work on these targets in class. Staff across the school need to ensure that they meet the needs of all children in their class. At times a few children in classes need more adult support or work set at the correct level to enable them to make better progress in their learning.
- The majority of children feel that they are treated with respect by their peers and that other children behave well. A minority of children and parents feel bullying is not always dealt with well. Senior leaders now need to improve approaches to the recording and reporting of bullying incidents. In addition, it will be important that children and parents have a better understanding of how the school promotes anti-bullying.
- There are well-established transition programmes in place which support children well as they move into P1 and secondary school. One of the depute headteachers and class teachers visit different early learning and childcare settings to meet children before they start school. They gather important information about children which helps staff to meet their needs effectively when they start in P1. Children and their families access a range of events which help children transition successfully to school. Teachers link well with the associated secondary school to support children as they move from P7 to S1. Children have opportunities to visit the academy for a range of events. A few children benefit from an enhanced transition programme. When children move onto S1 staff maintain regular contact with the school to review how well children have transitioned and make any adjustments to their future transition programme as necessary.
- Across the school, children are learning about different cultures, languages and religions. They are developing a clear understanding of their rights and contribute to a class charter each session. They learn about equality and diversity as part of curriculum programmes including religious and moral education, learning for sustainability and social subjects. As part of pupil leadership groups, children are exploring different ways the school can develop further children's understanding of equality and diversity. As planned, staff should now build on the work of these groups. This and the ongoing development of curricular plans should support children's increasing understanding about diversity and difference.

## 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

- School achievement of a level data for session 2022/23 shows all children at early level achieved expected Curriculum for Excellence (CfE) levels in listening and talking, reading, writing and numeracy and mathematics. All children at first level achieved expected CfE levels in listening and talking and reading. Almost all children at first level achieved expected CfE levels in writing and most children in numeracy and mathematics. At second level, almost all children achieved expected CfE levels in reading, listening and talking and, numeracy and mathematics. Most children achieved expected CfE levels in writing. Senior leaders recognise that teachers' professional judgements are not yet fully reliable and robust. They should continue to provide professional learning to ensure teacher judgements become more accurate around the use of data. As teachers' skills in assessing achievement of a level develops further, the data for each stage will become more robust and based on sound evaluative evidence. Senior leaders and teachers should continue to extend the use of data and moderation to ensure professional judgements continue to become increasingly robust and reliable.
- Overall, almost all children make good progress from prior levels of attainment in literacy and numeracy and mathematics. Most children with additional support needs are making good progress towards their individual learning targets. A minority of children working at first and second level are capable of achieving more in literacy and English and numeracy and mathematics.

### Attainment in literacy and English

- Overall, attainment in literacy and English is very good.

### Listening and talking

- Overall, most children are making good progress in developing listening and talking skills. At early level, almost all children listen to instructions and respond appropriately in class and group settings. At first and second level, almost all children discuss texts and communicate their understanding with confidence. Almost all children across the school communicate effectively with each other and staff. All children should be given more opportunities to apply their learning to different contexts.

### Reading

- Across the school, most children are making good progress in reading and confidently read familiar texts. Almost all children at early level use their knowledge of letters and patterns to read words. Most children at first level read with expression and show understanding. Almost all children confidently recognise the difference between fact and opinion. At first and second level, most children are confident in answering evaluative and inferential questions about texts. Most children at second level confidently identify key features of fiction and non-fiction texts. To

further embed a reading culture and reading enjoyment, children should have greater access to a wider range of diverse and challenging texts based on their interests.

## **Writing**

- Almost all children at early level can form letters correctly. They use common words and known sounds to write simple words and write simple sentences. They would benefit from greater opportunities to write through their play. At first level, most children write independently and use appropriate punctuation. They use their knowledge of the alphabet to locate words in a dictionary. Almost all children at second level organise and present information confidently and in a logical format. They also use appropriate vocabulary to suit the purpose and the intended audience of their writing. At first and second level, children would benefit from an increasing range of real-life contexts for them to apply their writing skills.

## **Attainment in numeracy and mathematics**

- Overall, almost all children make good progress in numeracy and mathematics. They should have increased opportunities to apply their skills in different contexts.

## **Number, money and measure**

- At early level, almost all children correctly recognise, write and order numbers up to 20. Almost all count forwards and backwards to 30. They are becoming more confident adding and subtracting within 20 using concrete materials. At first level, most children demonstrate a good understanding of place value and rounding. They make good estimates of the length of objects and can measure objects using appropriate instruments. At second level, most children have a good understanding of place value. They round whole numbers accurately to the nearest 1000, 10,000 and 100,000. Children understand the relationship between common fractions, decimal fractions, and percentages. Children's numeracy would benefit from increased opportunities to apply their numeracy skills in real-life situations.

## **Shape, position and movement**

- At early level, almost all children recognise common two-dimensional shapes. At first level and second level, most children identify and name three-dimensional objects and discuss their properties using appropriate mathematical language. The majority of children at first level are able to identify a right angle. Most children at second level use mathematical language well to describe and classify different angles. Across the school, teachers should give children opportunities to use digital technology to draw two-dimensional shapes and three-dimensional objects.

## **Information handling**

- At early level, children create pictorial displays to classify objects. Most are able to interpret simple graphs. Most children at first level have created bar graphs to display key information. Most children at second level share different ways to display data. Across first and second levels, children would benefit from developing further understanding of information handling. This should include opportunities in the use of digital technology.

## **Attainment over time**

- Senior leaders have meetings with teachers three times per year to discuss children's progress, with a focus on identifying children who are not on track. As a result, they identify appropriate interventions to support individual children. Senior leaders and teachers maintain an overview of the progress these children make as a result of targeted support.
- Senior leaders and teachers gather a range of attainment data for individual children in literacy and English and numeracy and mathematics. They are at the early stages of analysing this data robustly for groups and cohorts, to identify trends in attainment over time. This should allow them to clearly evidence where they have raised attainment. This analysis will support

them to measure the impact of school improvement initiatives and interventions more effectively.

### **Overall quality of learners' achievements**

- Children's achievements, both in and out of school, are recognised, celebrated and shared with the school community at assemblies and on the school's social media platform. This is helping to build children's confidence and self-esteem.
- Children across the school take part in a range of leadership groups. They are developing their leadership and communication skills and the ability to work effectively in a group to achieve set goals.
- Senior leaders have developed systems to track children's achievements both in and out of school. They use this to help them to identify children who may be at risk of missing out on opportunities. Staff should now help children understand the range of skills they are developing for learning, life and work through their achievements and participation.

### **Equity for all learners**

- In previous years, attendance was consistently above the national average, currently attendance across the school is 94%. Thirteen percent of children across all stages have an absence of 10% or more. Senior leaders monitor closely the absence and lateness of individual children. They are proactive in understanding the reasons behind children's individual absences. They work effectively in partnership with other agencies to support families to improve attendance rates. They should progress with their plans to highlight the importance of good attendance and timekeeping with families to ensure that parents and carers understand how absence affects children's attainment and wellbeing.
- PEF is used to fund dedicated staff and resources to raise attainment in literacy and numeracy. The use of enhanced staffing is supporting children with barriers to learning improve and sustain attainment. Senior leaders recognise the importance of continuing to develop approaches to clearly evidence the extent to which the school is accelerating progress in closing the poverty related attainment gap.
- Senior leaders are mindful of the need to minimise the cost of the school day to ensure all children have equity of experience. Staff and partners offer a breakfast club, a uniform exchange and lunchtime and after school clubs free of charge. Senior leaders highlight financial supports and entitlements available to families regularly in the school newsletter.

## 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.