

Summarised inspection findings

St Andrew's Primary School

Aberdeenshire Council

12 November 2024

Key contextual information

St Andrew's Primary School is a non-denominational school situated in Fraserburgh. It is part of the Fraserburgh community schools network (CSN). The school currently comprises three different buildings, largely with traditional style classrooms. A new school building, and merger with another primary school, is planned.

The headteacher has been in post for six years. She is supported by two full time equivalent (FTE) Depute Headteachers (DHTs). There have been a significant number of staffing changes this session. Recruitment and retention of permanent staff remains a challenge.

Children move to St Andrew's Primary School from a variety of pre-primary experiences. The school roll is 315 children across 12 classes. Most children progress to Fraserburgh Academy after P7.

Attendance and exclusion from school are generally in line with the national average. In September 2023, 28% of children in P6 and P7 were registered for free school meals and the school reported that 72% of pupils had additional support needs (ASN).

Almost half of the children live within the most deprived data zones in Scotland.

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 well-respected headteacher, ably supported by her deposes, provides effective leadership to the school. She encourages an inclusive atmosphere where staff have a good understanding of the varying needs of children. The vision, values and aims for the school were developed collectively in 2022. They remain current and are well embedded across the school. Staff provide a safe, nurturing and caring environment for children. This reflects the vision for the school well. The values of kindness, inclusion, teamwork and enjoyment (KITE) are evident in all aspects of school life. Most children are aware of and demonstrate the aims of the school on a daily basis. Children and staff are very proud of their school.
- Staff consult with children and their parents regularly in a variety of ways. This includes both formal and informal methods. Staff gather views through surveys, from pupil-led groups and by using improvement tools such as 'How Good Is OUR School?' to inform school improvement. Children's rights are embedded well in the life of the school. Children have developed effective class, playground and canteen charters which reflect well their rights. Staff are at the early stages of developing creative whole school approaches to ensuring that all children have opportunities to have their voice heard. Staff, along with children, should continue to develop further ways in which children's views are heard.
- Teachers have regular and protected time for professional dialogue to consider the school's strengths and areas for improvement. The current school improvement plan, developed by

staff and informed by self-evaluation, is aligned with local and national improvement priorities. There are currently a significant number of improvement priorities. The headteacher should work with staff to streamline the number of priority areas. By focusing on fewer priorities, staff should be better placed to make more impactful improvements for children.

- Staff engage in a range of quality assurance processes throughout each academic session. This includes regular class observations by senior leaders, monitoring of children's work and discussions with children about their learning and progress. Teachers are at the early stages of developing a peer observation process. Currently the assurance processes around lesson observations are overly ambitious and not clear enough. Senior leaders should now ensure that all quality assurance processes are more rigorous. This will include more focused and specific feedback in order to lead to the desired improvements for children.
- All staff are encouraged and empowered to embrace leadership in the school. The strong, reflective staff team are keen to develop their skills. Staff are maintaining and developing further effective partnership working with the Fraserburgh CSN. All teachers take an active role in school improvement through participating in, and leading, working groups. Skilled and well-trained support staff help children effectively, including those who require additional support. Staff share their skills and knowledge informally with each other across stages to help build capacity within the team. Staff should now share good practice more systematically and widely across the school. The headteacher should continue to develop all staff to lead aspects of school improvement to ensure a positive impact for children.
- All teachers engage in annual professional review and development (PRD) meetings with the headteacher. They use the General Teaching Council Professional Standards appropriately to focus these PRD discussions. As a result, teachers' professional learning needs are based on local and national improvement priorities. Staff professional learning, particularly that around inclusive practice, is resulting in improved outcomes for almost all children. Senior leaders should ensure that the impact of all professional learning opportunities on children's learning experiences is measured to inform further improvements.
- Children in P4 to P7 enjoy a wide range of leadership roles. These roles relate to children's rights, democracy, the environment, road safety and technology, as well as being House and Vice House Leaders. Children are very proud of their roles and the impact they have on others in the school. This includes contributing successfully to the school charters and the school travel plan. Staff should now ensure that all children across the school have opportunities to exercise leadership roles.
- Senior leaders have a clear rationale for identification of priorities for Pupil Equity Funding (PEF). This is based on a strong understanding of the socio-economic needs of the community and a robust analysis of a range of data. PEF is appropriately targeted to support improved outcomes and raise attainment for identified children. The headteacher uses PEF to supplement staffing in key areas of the school to focus on improving children's literacy and numeracy skills. Senior leaders should now track and measure the impact of all interventions more effectively to inform future planning. The headteacher should also consult with key stakeholders to review the impact of PEF to ensure it meets the needs of targeted children.

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

- Children learn in a safe, caring and inclusive environment. Relationships between staff and children, and among children, are respectful. Purposeful daily routines help children to settle well into their school day. The 'St Andrew's Way', a relational approach developed and agreed with the whole school community, is embedded across the school. This promotes a rights-based approach in all aspects of the school. As a result, almost all children are happy at school. Challenging behaviours are rare. When they do occur, staff enact the clear guidance in the 'St Andrew's way' approach. Staff use a planned script to encourage children to reflect on the rules, the routines and support children to repair relationships.
- Most children are motivated and participate well in their learning. In a minority of lessons, where learning activities are appropriately challenging and matched well to children's needs, all children actively engage in their learning. This effective practice should be shared across the school to improve pace and challenge for all children. Across the school, staff need to provide a wider range of high-quality learning activities.
- Children are proud to share their learning. Teachers use an online platform effectively to share children's learning between school and home. In almost all classes, staff routinely display and celebrate children's work. Most teachers use wall displays effectively to support learning and teaching and to motivate children. This includes the use of visual prompts to reinforce and encourage self-directed support. All staff should continue to review the learning environments to ensure they support the needs of all children.
- Staff working across the early level are developing their approaches to play pedagogy. Staff use observations and interactions successfully to inform their planning of learning. Children in the early years lead their learning through play and the use of floor book planning. As a result, children experience an appropriate range of adult-directed, adult-initiated and child-initiated play experiences. All children would benefit from regular planned opportunities to lead their own learning. This should impact positively on their engagement and motivation in their learning. Staff should continue to engage in professional learning using national practice guidance and consider developing an early years strategy.
- There is a strong sense of teamwork across the staff team. Staff worked together to create the 'Features of a highly successful lesson' framework a few years ago. This framework is not explicit enough or focused on specific aspects of high-quality teaching. As a result, teachers are not able to identify effectively what is working well and what needs to be improved. Senior leaders and staff should now revisit this framework. Together, they should identify specific features of high-quality learning and teaching, including for those children who require additional support. By doing so, together, staff should gain a deeper understanding of what constitutes high-quality teaching and be able to measure themselves against this. This should lead to a more consistent, high-quality experience for all children.

- Most teachers provide clear instructions and explanations, within whole class lessons. As a result, most children are confident to follow instructions. In a minority of lessons teachers share the purpose of learning and how children know if they were successful. Children across the school have opportunities to develop their skills of peer- and self-assessment. In order to support these assessments staff created 'ladders for success' in literacy and in numeracy. Children refer to these ladders regularly. Children understand progression from step to step, however, would benefit further from these being developed in child-friendly language. A consistent approach across all classes, would enable all children to understand fully what success looks like.
- In a few lessons, teachers use effective questioning to extend children's thinking. In too many lessons however, questioning is for recall or checking understanding, rather than critical thinking. Teachers should develop their use of higher-order questioning skills to support their teaching approaches. Using a wider range of questioning techniques will help deepen children's thinking skills.
- Most teachers provide opportunities for children to self- and peer-assess within the curriculum area of writing. Most teachers are beginning to provide effective written and verbal feedback for children in their writing. Staff are at the early stages of providing feedback in other curriculum areas. Feedback to children does not yet focus consistently on their strengths and outline what children need to do to improve. Staff should develop their use of high-quality feedback to help children make progress in all areas of their learning.
- Teachers plan learning across all curriculum areas over different time periods for individuals and groups of children. This enables teachers to ensure coverage of key aspects of learning. A few teachers adapt the learning activities appropriately in real time. By doing so, teachers ensure that more children experience success in their learning. All staff should consider how they plan to meet the needs of children who require additional support or challenge with their learning in class more effectively.
- Teachers use a wide range of assessments to help measure children's progress. They now need to act on this assessment evidence to differentiate learning activities more effectively and plan interventions for children. This includes for children who require additional support and additional challenge. Currently there is an over reliance on tracking standardised assessments. Teachers now need to become more confident in using all data and national benchmarks to evidence children's progress. Senior leaders recognise the need for teachers to participate in further moderation activities across the school and the Fraserburgh CSN. This should support improvements in the reliability of their professional judgements of achievement of a Curriculum for Excellence (CfE) level.
- Teachers track children's progress across almost all curricular areas. Teachers are at the early stages of analysing effectively tracking data to inform next steps in learning and teaching for all children. Senior leaders meet with teachers regularly to review children's progress and identify any additional supports or interventions that may be required. This includes appropriate professional learning for staff. Senior leaders should continue to refine these processes and support staff to analyse data more effectively to better meet the needs of all children.

2.2 Curriculum: Learning pathways

- Teachers are beginning to use flexible learning pathways based on experiences and outcomes in almost all curricular areas to plan progressive learning experiences for children. Teachers effective use of progressive pathways in health and wellbeing has impacted positively on children's engagement and behaviour. Teachers now need to develop further more effective progression pathways in subjects such as science, technology, engineering and mathematics. Teachers should also consider the balance of time given to all curriculum areas and ensure that all children experience high-quality literacy and numeracy lessons every day.
- Children receive their entitlement to Religious and Moral Education (RME) and Religious Observance. All children benefit from a progressive learning pathway in RME which supports them to develop an understanding of different faiths. Children's religious observance is supported well through effective partnership with the local church and through school assemblies. Children are encouraged to reflect on their learning from these activities to their real-life experiences. All children benefit from experiences such as attending church services and celebrations and performing for end of term concerts and talent shows in the church.
- A few classes use digital technologies well to support aspects of learning and teaching and to support children who require additional support to access the curriculum. A few children in P6 and P7 are 'Digital Leaders' and attend out-of-school activities such as the 'Coding Club'. Staff should now ensure that digital literacy skills are practised and embedded across the curriculum more creatively and progressively, to ensure learning is well matched to the needs of all children.
- All children receive their entitlement of two hours of physical education, per week. Whilst national expectations are met in terms of time, staff should now review the learning activities to ensure that they are of a consistently high-quality for all children.
- The majority of teachers plan relevant and purposeful outdoor learning experiences for children, particularly at early and first level. As planned, staff should now ensure that outdoor learning is embedded for all children from P1 to P7. Teachers should ensure that all children build upon and make relevant links to the skills they are developing across the curriculum.
- Children are beginning to develop their understanding of the world of work through, for example, the Career Fair and visits to local shops and businesses. Children from P1 to P7 learn from a range of community partners visiting the school to give talks about various professions. Children are beginning to make links between their learning and particular skills required for potential future careers. Staff now need to build upon these valuable opportunities. This is to ensure that planned and progressive approaches to developing skills for learning, life and work are in place for all children across the school.
- All children experience timetabled lessons in French as a modern language. Children are not yet receiving their entitlement to experience a third language from P5 onwards. A few children experience learning Doric during specific events across the school year. Staff could consider exploring Doric as a third language.

2.7 Partnerships: Impact on learners – parental engagement

- Parents value the frequency and the variety of ways that staff share children's activities and progress. Class newsletters and learning journals enable parents to understand the planned learning programme and skills children are developing. School newsletters and emails provide helpful information on upcoming events. Parents find activities, such as an emotional awareness session, that explore how the school is supporting and teaching their children useful. 'Book look' sessions enable parents to better understand their child's progress. The school leadership team are responsive to parents' enquiries. Parents of children who require additional support are reassured by the regular and open communication they have with staff. Parents would welcome further opportunities to learn about aspects of the curriculum and school life and how to further support their child's learning at home.
- Members of the active Parent Council are ambitious for their school. They are pro-active in campaigning to improve facilities including road safety around the school. The Parent Council works well with staff to increase activities relating to employability and support events such as a football gala. The Parent Council work well with the senior leadership team to reduce barriers for parents to engage with the school. For example, amending the timing of events to enable more working parents to attend. Parents fundraise regularly to provide resources and activities that enhance learning experiences. For example, they provide homework packs to children starting P1 and reduce the cost for events such as school trips. This helps to ensure no child misses out. The Parent Council are keen to increase their membership to ensure representation from across the school community. Senior leaders should review their approaches to engaging with the Parent Council in school improvement planning and consideration of the pupil equity funding priorities.

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

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, children benefit from an inclusive and caring learning environment. Relationships between staff and children are nurturing, positive and supportive. As a result, almost all children feel safe and happy at school and know adults care about them. Senior leaders and staff know children and families well and have a clear focus on promoting the inclusion and wellbeing of all children.
- Staff use characters known as the wellbeing buddies effectively during assemblies and lessons to support all children to understand the wellbeing indicators. As a result, almost all children are confident and knowledgeable when discussing and using the language of wellbeing. Children complete wellbeing surveys termly. These provide teachers and senior leaders with useful information about children's wellbeing. Staff use the results from these surveys successfully to identify children who may require specific support. Effective one-to-one interventions or follow up discussions take place where required. Senior leaders should identify where any patterns or trends indicate a need for whole school improvements.
- Almost all children know who to talk to when they have any worries or concerns. Senior leaders introduced a whole school approach to emotional intelligence and daily check-ins. Together, these support children well to talk about and share their feelings. Almost all children have an increased knowledge of the language of emotions and describe more accurately how they feel. Staff follow up promptly on any concerns raised which provides further reassurance to children.
- Teachers use progressive health and wellbeing planners well, to ensure coverage of CfE experiences and outcomes. Senior leaders make effective use of assemblies to support a range of learning experiences with clear links to wellbeing indicators, children's rights, and significant global events. For example, children learn about staying safe online and mental health. As a result, most children have the knowledge and skills to make safe and good choices about their health.
- Senior leaders and staff effectively track the progress of all children who require additional support in their learning. Appropriate targets are agreed with staff, children and parents at key times throughout the year. Child-friendly versions of individual education plans support most children to talk about their targets. Children know their personal targets, including those related to their wellbeing, and how to improve. The targets are of high-quality and are reviewed regularly to monitor progress. This is resulting in improved outcomes for children who require additional support.
- Senior leaders make effective use of partner agencies, seeking appropriate professional advice and guidance as required. For example, from the school nursing team, pupil welfare

workers and the educational psychologist. Senior leaders should consider streamlining the data collected to develop a more strategic overview of interventions and their success. This will help them to identify future planning for improvement.

- Staff have undertaken an appropriate range of professional learning to support whole school approaches to meeting the needs of all children. Staff audited learning environments and universal supports within the classroom. As a result, staff are beginning to consider the use of resources for all children to support learning. For example, staff introduced inclusion boxes within the classroom. These resources help most children access their learning more readily. Senior leaders recognise the need to continue to review whole school approaches to inclusive practice to improve achievement and attainment for all children.
- Staff provide welcome opportunities for children who prefer quiet times at lunch. For example, children draw, use technologies, or play a tabletop game during indoor lunchtime activities. In the playground children get regular exercise through for example, dodgeball, bat and ball games and playing on the climbing frame. Children and staff recognise the positive impact these activities have on overall behaviour at lunchtime.
- Children are beginning to develop their understanding of equality and diversity. They celebrate diversity through assemblies and class activities. Children have weekly access to the local library. Teachers and children access a diverse range of books that raise awareness of cultural diversity and inclusion. Class novels such as 'The 11th Orphan' and 'Saving Finnegan', effectively support children's knowledge of sensitive issues such as death, growing up and foster care. Teachers should continue to increase children's understanding of diversity through opportunities to discuss issues relating to all protected characteristics. To support this, staff should increase the range of opportunities for children to see themselves in text, displays and resources and learn more about what makes them unique.
- Almost all children are aware of the United Nations Convention on the Rights of the Child. The rights respecting pupil group created a short film for parents about children's rights. The film highlights key rights that are discussed in class. This ensures a home school approach to understanding rights. All classes have a class charter, and most children can speak about its purpose and relevance. During assemblies, the senior leadership team make explicit links to children's rights. Staff should continue to build opportunities to embed children's rights across all areas of the curriculum.
- Staff, supported well by partners, have a clear and robust approach to wellbeing at key transition points. As a result, children feel more confident and more able to communicate their needs. Children who require additional support in their learning benefit from effective enhanced transition arrangements. Children at P7 develop a range of new skills during their residential trip with cluster schools. This builds their confidence and resilience in new situations. As planned, staff should continue to develop further their approaches to transitions across the school to ensure greater pace of progress in learning.

3.2 Raising attainment and achievement

satisfactory

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Overall, most children in P1, attained expected CfE levels in literacy and in numeracy from 2020/21 to 2023/24. Over the same time period, the majority of children in P4 and in P7 attained expected CfE levels in literacy and in numeracy.
- While the majority of children who require additional support with their learning are making satisfactory progress alongside their peers, a few children who require additional support with their learning are making good progress against their own targets.
- Evidence provided by senior leaders demonstrates that across P2, P3, P5 and P6, the majority of children achieved expected CfE levels of attainment in June 2024.

Attainment in literacy and English

- Overall, attainment in literacy and English is satisfactory. The majority of children make satisfactory progress in literacy and English.

Listening and talking

- At early level, most children are beginning to develop their listening skills, for example through listening and talking during rich play activities. Children at early level reenact stories. Most children at first level clearly explain the difference between fact and opinion. At second level, most children build successfully on the contribution of others and ask and answer questions. Staff should continue to ensure children listen well and support others' opinions and views.

Reading

- The majority of children at early level recognise and say single sounds. They are beginning to use taught sounds to decode and read unfamiliar words. At first level, children read aloud from a familiar text. They add expression and decode unfamiliar words. Children read with understanding and answer literal questions. Most children at first and second level share thoughts about characters and settings as well as the main ideas in the book they are reading. At first and second level, teachers should provide further opportunities for children to develop higher order questioning skills, including asking and answering inferential questioning. Children would benefit from opportunities to talk about favourite authors, to enable children to explain preferences for texts and authors.

Writing

- At early level, almost all children explore mark-making. The majority of children are beginning to write independently. Almost all children at first level write independently, punctuating sentences with capital letters, full stops and question marks. Most children use connectives and similes to describe characters in their writing. At second level, children

engage the reader by using persuasive language. Children convey their own experiences and feelings using appropriate vocabulary in their writing. At all levels, staff should provide more opportunities for children to apply their writing skills across the curriculum.

Numeracy and mathematics

- Overall, attainment in numeracy and mathematics is satisfactory. The majority of children make satisfactory progress in numeracy and mathematics. Across the school, children need to develop more confidence in numeracy and mathematics and develop their understanding of the importance of numbers in learning, life and work.

Number, money and measure

- At early level, the majority of children correctly recognise, write and order numbers up to 10. They are becoming more confident in addition and subtraction calculations within 10 and are developing an awareness of time and an understanding of measure. At first level, the majority of children count in multiples of two, five and 10 competently. Children demonstrate a good understanding of using terms such as equal to, greater than and less than, and the related symbols. They are not confident when working with fractions. At second level the majority of children understand well place value, multiplication and discuss solutions to multi-step problems. Children confidently solve simple algebraic equations. They find calculating the duration between times difficult.

Shape, position and movement

- At early level, the majority of children describe and sort common two-dimensional shapes and three-dimensional objects accurately. They use simple language to describe position, for example, on and under. At first level, the majority of children describe a range of two-dimensional shapes using appropriate vocabulary. They recognise a right angle but need to consolidate their learning around shape, position and movement. At second level, the majority of children use mathematical language to describe a range of angles. A minority apply the correct mathematical vocabulary, notation and appropriate units in a range of contexts. The majority of children need to develop further their knowledge of three-dimensional objects.

Information handling

- At early level, children interpret simple graphs and charts well. They answer simple questions about these graphs. At first level, children gather information, for example eye colour, and create bar graphs. They are developing an understanding of Venn diagrams. At second level, children confidently describe a range of methods of collecting, organising and displaying data such as in bar graphs and pie charts. Across all stages, children need more opportunities to display information in different ways, including digitally, and to interpret the information accordingly.

Attainment over time

- Senior leaders have developed substantial tracking and monitoring systems to record children's attainment in literacy, numeracy and health and wellbeing. These build on the collation of assessment data by class teachers. At regular intervals across the year teachers and senior leaders discuss the progress of individual and cohorts of children. As a result of these discussions, staff agree any supports or interventions which may be required to enable children to progress further with their learning. Staff are at the early stages of tracking progress across all curricular areas. Teachers should continue to review regularly any supports and interventions, along with their approaches to meeting the needs of all children, to ensure that all children make the best possible progress with their learning.

- There is no consistent pattern of improvement in attainment over time. Attainment in writing, largely due to the introduction of a set programme for writing across the school, has improved from 2022/2023 for children in P1 to P5. The introduction of the 'St Andrew's maths model' in 2022/23 led to improved attainment in numeracy for children in P7. This approach focuses on mental fact recall, problem solving and retrieval practice. Across the school children appreciate the maths progression mats. Staff should continue to focus on making improvements across these key areas of attainment for all children.
- Teachers use a wide range of assessment evidence across different time periods in order to make their professional judgements of achievement of a CfE level. These are not yet wholly reliable or robust. Senior leaders should support teachers, as planned, to further develop their moderation activities across stages, within school and outwith the school to ensure these judgements of achievement of a CfE level become more reliable.

Overall quality of learners' achievements

- Children in P4-7 are developing their skills for learning, life and work well through the popular lifeskills programme. Through taking part in activities such as cooking, digital technology, craft and first aid children recognise and are developing meta-skills of critical thinking, leading, creativity, focusing and communication.
- Within school, but beyond the timetabled day, most children gain valuable skills by participating in the wide range of additional activities offered to them. These activities include art, playing board games or sports which help develop children's creative, strategic and teamwork skills. Children contribute effectively to the life and work of the school through participating in, for example, the Nativity for children in P1 to P3 and the Christmas show for those in P4 to P7. Together with successful sharing the learning events and the annual art exhibition, these events improve children's acting skills, communication, and confidence as they perform to their parents and others in the community.
- Children value and appreciate their achievements outwith school being recognised through, for example, school assemblies and newsletters. This includes achievements in local football clubs, kick boxing and valuable volunteering in the local community. Last session a few children contributed well to the local community by planting flowers in the town.
- Staff track children's achievements both within and outwith school. As a result, senior leaders and teachers, effectively identify children who may be at risk of missing out from additional opportunities and encourage them to take part. Staff now need to consider tracking the skills children are developing through participating in these activities.

Equity for all learners

- All staff are aware of the socio-economic context in which children live. Staff pro-actively provide a range of effective supports to encourage children to attend school. These include support with uniforms, recognition of the range of emotional support required at times and specific supports for literacy and numeracy. As a result, children actively engage in a wide range of in- and out-of- school activities.
- Teachers are developing their understanding and use of data to measure the impact of a range of interventions designed to close the poverty related attainment gap. Teachers report regularly to senior leaders the progress of all children. This includes specifically those living in areas of socio-economic disadvantage, registered for free school meals and those who require additional support for their learning. Currently, while there are small improvements in a few areas, and for a few targeted children, gaps remain across all literacy and numeracy measures for each of the targeted groups.

- Overall attendance is in line with the national average. Staff are rigorous in identifying and supporting well children who have lower attendance or persistent late coming. Effective partnership working supports strong family engagement and is helping reduce some barriers to attending school. For example, staff support children to attend the breakfast club each morning. This is helping a few children attend school on time and be ready to learn. Attendance and late coming has reduced for identified children.

Explanation of terms of quantity

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

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

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