Summarised inspection findings

Forehill Primary School

Aberdeen City Council

3 June 2025

Key contextual information

Forehill Primary School is a non-denominational school serving the Bridge of Don area in Aberdeen. There are 238 children across nine mainstream classes. The senior leadership team consists of an acting headteacher, an acting depute headteacher and a principal teacher. The acting headteacher has been in post since August 2024. Their substantive post is that of depute headteacher. The acting depute headteacher has been in post since November 2024. They have a 0.3 full time equivalent class teaching commitment. The principal teacher has a 0.7 full time equivalent class teaching commitment. In June 2024, attendance was 95.1%, which is above the national average. Most children live in Scottish Index of Multiple Deprivation areas 8-10. In the mainstream classes, 15% of children require additional support and 20% have English as an additional language.

Forehill Primary School nursery class was inspected by the Care Inspectorate within the past 18 months. The local authority and acting headteacher had the option to include the nursery class as part of this inspection. We have agreed with the local authority and school that the nursery class is not part of this inspection. The findings set out below are for the primary school stages.

1.3 Leadership of change	weak
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	

■ Senior leaders established the vision, values, and aims several years ago. They involved parents and children in a recent review of the values to ensure they are still relevant to the needs of the school community. Staff help to embed the values of 'inclusion, resilience, empowerment, achievement, caring and honesty' (IREACH) at assemblies and through displays, learning conversations and activities. Children receive recognition of demonstration of their values through house points and 'Star of the Week' certificates. They take pride in designing their own certificates. This is all helping children to develop a good understanding of the values and what they look like in action. Children are proud of their school and can articulate the school values well. Senior leaders have identified correctly the need to involve stakeholders in a review of the school's vision 'reaching for excellence together'. They are keen to ensure it remains relevant to their context and is widely understood.

■ Staff know the needs and contexts of all the children well. The acting headteacher, supported by the leadership team, has prioritised building trust, relationships and a positive school culture. Staff and parents value this. They speak positively about the changes that have taken place recently to improve the school. Staff are motivated to work together collegiately to develop their skills to meet the needs of the community.

■ There are important weaknesses in the school's approaches to leading change and securing improvements in learning and teaching. Senior leaders have begun to address this. They have created a helpful quality assurance calendar which outlines the range of approaches used to evaluate the quality and impact of children's learning experiences. Following self-evaluation

activities, senior leaders provide individual teachers with feedback detailing identified strengths and next steps. They need to monitor the quality of learning more regularly including sampling children's work. Working with staff, senior leaders need to ensure that feedback from these activities leads to sufficient improvements in the quality of learning, teaching and assessment.

- Senior leaders have created plans to help support improvement. These plans outline actions and timeframes. Currently however, the school improvement plan is too wide and varied. Senior leaders should streamline the school improvement plan and identify clearly priorities that will make the biggest difference to children's experiences and outcomes. Senior leaders should identify clearer, more specific outcomes. This will allow them to measure more effectively the impact of improvement actions.

- Overall, teachers are beginning to develop an understanding of their role in evaluating the work of the school and supporting improvements. Staff complete a range of surveys and are involved in evaluating the progress they have made in meeting improvement priorities. All staff should now be more involved in identifying strengths and areas for improvement. Further engagement in self-evaluation, through increased use of How Good is our School? 4th edition would support this. Senior leaders now need to involve all stakeholders more fully in developing plans for continuous improvement. This should help ensure that they gain a greater understanding of the extent to which changes are leading to improved outcomes for children.

- The acting headteacher is approachable and responsive and listens to the views of staff. This is supporting greater trust with the staff team. Class teachers work well together as a team and are committed to improvement activities such as taking part in, or leading, working groups. For example, the working group focussing on children's rights is working towards national accreditation. As a result of this work, children are developing an increased knowledge of their rights and why they matter. Senior leaders should continue to build the capacity for all staff to lead and sustain changes across the school. They should continue to develop the approaches they use to measure the impact of working groups on improving outcomes for children.

- The majority of staff are keen to undertake learning which will improve their skills and outcomes for children. The acting headteacher provides staff with an opportunity to engage in professional research through a book group. Positively, a large number of support and teaching staff participate. This supports them to reflect on their practice and deepen professional understanding. Staff speak confidently about how this learning is improving the support they provide children who are neurodivergent. Staff should continue to ensure that professional learning links closely to improvement planning, with clearly defined outcomes of the learning being specified.

- A majority of children feel that staff listen to their views about a wide range of aspects of school life. They are less clear if their views are taken into consideration. Staff should develop further children's opportunities to reflect on, evaluate and improve the work of the school. They need to ensure children are fully aware of how their input is leading to school improvements.

- In almost all classes children have opportunities to undertake leadership roles. For example, they represent their class on school committees and the pupil council. Older children undertake roles such as buddies, house captains and a few lead 'Forehill Families' wider achievement groups. Children enjoy these leadership opportunities and are proud of the changes they have made. For example, the pupil council used 'How Good is OUR School? to carry out an audit of school displays. They provided feedback to the children and staff resulting in improvements to the school environment. Children state that their displays are becoming increasingly interactive. Staff should continue to provide opportunities for all children to reflect on and improve the work of the school.

■ Senior leaders use Pupil Equity Funding (PEF) to provide resources to support 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 spend is 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	weak

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 experience a caring and nurturing ethos. Children, staff and parents are aware of the school values 'IREACH'. All staff show a clear commitment to children's wellbeing and rights in their relationships with them. Children talk proudly about their learning environment and their achievements, which are displayed throughout their school.

■ Children are respectful, well-mannered and welcoming. Relationships between staff and children, and between children, are very positive. Older children support younger children well and act as positive role models. For example, when they pair up for activities and when interacting in the playground. Most children demonstrate a positive attitude towards learning and apply themselves to tasks. Overall, the behaviour of children is very good.

■ Children are developing a growing awareness of their rights and how these apply to school life. Staff are implementing a rights-based approach and working towards external accreditation. While this approach is beginning to influence school life, its impact is still in the early stages.

■ Most children demonstrate enthusiasm for learning. However, there are important weaknesses in learning and teaching approaches that need to be addressed. For a few children, the pace of learning is too slow and this reduces their engagement and motivation. In many lessons, children remain passive and compliant. Teachers need to provide more opportunities for children to engage in purposeful, active learning where they have a chance to identify and evaluate the skills they are developing. Almost all staff need to ensure children are involved in leading their own learning in order to increase their levels of motivation and engagement. This would support all children to remain fully engaged.

■ In a minority of classes, staff make links with prior learning. In most classes, learning is delivered to the whole class, with limited adaptation to meet individual needs. There is an over reliance on commercially produced materials. Staff should ensure learning activities provide appropriate levels of support and challenge for all children.

■ Most teachers provide clear instructions at the start of lessons. Where open ended questioning is used well, children's learning is enriched. Senior leaders and staff should ensure this approach is used more consistently across the school. In a few classes, formative assessment strategies are being used effectively. This is not yet embedded across the school. A more consistent approach across all classes, would enable children to fully understand what is expected of them. Children cannot always articulate the purpose of the learning or confidently explain how they know they will be successful. Teachers should implement effective strategies to actively involve children in meaningful discussions about their successes and next steps. There is a lack of consistency regarding teachers' use of

effective feedback. Staff should consider how and when feedback is given and use this to better support children in identifying their next steps in learning. Senior leaders should agree a consistent approach to the use of feedback across the school.

■ Whilst staff value the importance of play, children at the early stages are not yet fully benefiting from purposeful play-based learning. Senior leaders and staff should prioritise professional development in play pedagogy. As part of their professional learning, staff should engage fully with national guidance on play pedagogy. They need to collaborate with early learning and childcare colleagues to design suitable learning environments, select appropriate resources, and implement effective play-based approaches. This should ensure they provide children with purposeful play experiences that impact positively on their progress.

■ All teachers use electronic whiteboards effectively to display learning and for presentations, activities and games. In a few classes, staff make use of digital technology to enrich and support children's learning. For example, when researching topics, children use an online resource to consolidate learning in mathematics. Senior leaders and teachers should ensure that children's digital literacy skills are developed in a planned and progressive way.

■ Staff are at the early stages of using their outdoor environment to enhance and extend learning. Children are keen to have more outdoor learning experiences and staff should make increased use of the grounds and local area to facilitate these opportunities.

■ Across the school, teachers are beginning to use a range of approaches to measure children's progress in learning. This includes Scottish National Standardised Assessments and ongoing diagnostic assessments. Teachers use this assessment data appropriately to support their professional judgements of achievement of a level. They are becoming more confident in interpreting the data available to them. They participate in moderation opportunities with colleagues in school and at cluster level. This is helping support greater confidence and accuracy in their judgements of children's attainment. Staff should continue to engage in moderation activities in school and beyond to develop further their knowledge of national standards. Teachers should ensure that assessment data is meaningful and used to support planning and appropriate next steps in learning.

■ Teachers plan learning using Curriculum for Excellence (CfE) experiences and outcomes across all curricular areas, supported by local authority progression pathways. Senior leaders should develop further approaches to planning, tracking and monitoring to ensure the needs of all children are being met effectively. This includes, for example, children who require additional support or challenge in their learning. Teachers need to enhance their knowledge of the links between assessment, planning, learning and teaching.

■ Staff have streamlined approaches for tracking children's progress. As a result, teachers are improving their use of data to inform next steps. Senior leaders and teachers meet regularly to discuss children's progress in literacy, numeracy and health and wellbeing. Through these discussions, they identify children who require support and use this information to implement appropriate interventions. Senior leaders have rightly identified the need to measure fully the impact of these interventions.

2.2 Curriculum: Learning pathways

■ Staff implement local authority progressive frameworks effectively for all curricular areas. This ensures that children access a broad curriculum. However, further work is needed to assess how well these frameworks support depth and progression in learning.

■ Class teachers use an agreed theme, across the school, to plan learning which links different curricular areas. These provide coverage of some curriculum areas and allow children to develop skills and knowledge through common themes. For example, children developed their knowledge and skills in science, literacy and health and wellbeing through their work on imagining future worlds. Staff work effectively with a partner to develop and deliver workshops to children which enhances their understanding of growing, tending and harvesting crops. This is developing their curiosity and understanding of sustainability.

■ Staff provide children with a range of opportunities to develop key skills for learning, life and work. This is done in collaboration with a number of partners offering opportunities for learning across the four contexts of learning. For example, the Red Cross work with staff to increase children's knowledge of first aid. Overall, staff should ensure children demonstrate progression in the skills they are developing as they move through the school.

■ All children have opportunities to participate in trips within their local area and P7 children undertake an annual residential trip. Children state that these trips allow them to learn about their community and develop skills in teamwork and communication.

■ All children receive their entitlement to two hours of quality physical education each week. Children at P4 receive a 10-week block of swimming tuition annually.

■ 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 learning pathways to build children's language skills progressively. Staff should work towards achieving the national 1+2 language expectation, ensuring that children receive their full entitlement to language learning.

■ Children take part in religious and moral education (RME) and religious observance through discrete learning that links different areas of the curriculum. Religious partners support the delivery of the RME curriculum, for example through exploring parables with children and linking the learning from these to the children's real-life experiences.

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 feel staff know their children as individuals. Most parents feel that all staff are approachable and always willing to listen to their concerns.

■ Parents value the recent improvements to communication between home and school. Senior leaders provide families with helpful updates on the life of the school through regular newsletters, email communication and an online learning platform. Senior leaders have identified the need to provide further opportunities for parents to learn alongside their child.

■ The Forehill Parent Voice Group enjoy positive working relationships with senior leaders. Parents are enthusiastic in organising fundraising events, which have contributed to an increase in resources to develop children's literacy skills. Senior leaders have identified the need to involve parents in identifying school 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. At the time of the inspection, there were no identified areas for development.

3.1 Ensuring wellbeing, equality and inclusion	satisfactory
This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are: ■ wellbeing ■ fulfilment of statutory duties ■ inclusion and equality	

■ 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.

■ Staff provide a safe and nurturing environment. Children feel safe in school and almost all know they have adults they can talk to if they have concerns or need help. Children recognise how they support each other, for example, through the buddy scheme and house captains. Children state that this is supporting them to take more responsibility.

■ Almost all children are developing a strong understanding of the wellbeing indicators. They use these to reflect on their own wellbeing. Teachers and senior leaders review and monitor well children's responses. This helps them to understand better the wellbeing needs of individual children. Staff discuss children's wellbeing at regular tracking meetings and, where necessary, provide appropriate support to children. For example, targeted work on friendships supports a few children with their ability to understand and resolve differences. Staff should ensure that children who have raised wellbeing concerns are aware of actions taken as a result.

■ Almost all children feel that the school helps them understand and respect other people. They feel the school values are supporting them to consider how they show respect in all aspects of school life. Senior leaders have identified the need to work with children and parents to review the anti-bullying policy. This should ensure that children and parents have a better understanding of how the school promotes anti-bullying.

■ Senior leaders and staff engage well with a wide range of partners who provide supportive interventions for children and their families. Key partners collaborate successfully with each other to support children and families. Successful partnership working is helping to boost children's resilience and social skills. For example, staff from youth services support children in P7 to feel confident about their transition to high school. Senior leaders should continue to evaluate the impact of these interventions to ensure continued improvements in children's wellbeing.

■ Through the delivery of the health and wellbeing curriculum, children are developing important knowledge and skills. This includes in areas such as understanding emotions and the importance of healthy food, physical exercise and internet safety. Staff make effective use of partners to enhance children's learning in health and wellbeing. For example, through their effective partnership with the 'Bridge of Don Men's Shed', children are increasing their knowledge of healthy foods and developing skills in cooking and growing produce.

- Staff have focused strongly on children's emotional wellbeing across all classes. Through this, all children are developing a common language to talk about their feelings. This is supporting children to regulate and understand their emotions and engage more positively with each other.

- Most children state that the school teaches them to lead a healthy lifestyle and they have lots of opportunities at school to get regular exercise. Older children recognise that the range of sport and physical activity helps improve their physical health. For example, the daily mile and cycling and swimming lessons are building their stamina and fitness levels. Children enjoy spending time together in the school grounds at break times and lunchtimes. Staff should continue with plans to offer children more extra-curricular activities to improve further their health and wellbeing.

- Teachers and support staff have engaged in professional learning that is helping them to support children who are neurodivergent. They demonstrate empathy and patience when working with children and ensure that they communicate sensitively and appropriately with all children. Support staff provide teachers with helpful accounts of children's progress during targeted intervention work. Senior leaders should continue with plans to provide high-quality professional learning for staff that helps support them to meet children's wellbeing needs.

- Staff and partners take due account of the legislative framework related to wellbeing, equality and inclusion. Senior leaders, teachers and support staff regularly meet to identify any gaps in children's learning and determine interventions required. A few children are supported successfully through outcome focused care plans to improve their engagement and attainment. Teachers require further professional learning on meeting children's needs through effective planning for children who require additional support needs. They should develop more specific, measurable, achievable, realistic and timely individual education programmes that progress children's learning. This will help staff to understand where children are making meaningful progress in their learning and plan for next steps. Teachers should establish clearer processes for gathering and recording children and parents' views, ensuring their input informs plans for children who have barriers to learning.

- A few children who require additional support are currently extracted from class to receive support with their literacy and numeracy. Senior leaders should review this model for support and explore ways to minimise disruption to core learning when children are attending support interventions. This will help ensure that further gaps in learning are not created, allowing staff to provide better continuity of learning for literacy and numeracy.

- Senior leaders plan transitions carefully throughout the year, when children start school and move onto secondary education. Senior leaders with support from local partners, provide enhanced transitions for individual children and groups. This results in confident children who are able to settle quickly into their new environment.

- Children celebrate differences in culture and religions. They enjoy regular visits from local religious partners and assemblies led by staff who share insights about their own religious festivals. Children respect and value each other's religious beliefs. For example, staff and children have created a prayer room that allows members of the school community to observe designated prayer times.

- Senior leaders have reviewed the school's library books to ensure that books are representative of the school community. As a result, a few children can see themselves represented in texts. All staff should now promote further an awareness of all the protected characteristics through the curriculum.

3.2 Raising attainment and achievement	weak

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
- Most children at P1 and P7 achieve the expected CfE level in all aspects of literacy and numeracy. The majority of children in P4 achieve the expected level in literacy and numeracy. Overall, attainment in literacy and numeracy is weak. Most children are capable of achieving more.

- Children who require additional support in their learning are making satisfactory progress.

Attainment in literacy and English
- Overall, the progress children are making in literacy and English is weak.

Listening and talking
- Across the school, the majority of children do not always have the skills to listen well to their teacher, nor to each other in groups. They require more structured opportunities to develop their group discussion, presenting and debating skills.

- At the early level, the majority of children respond to instructions related to their learning and ask relevant questions. A few children need to develop their turn taking skills. At first level, a minority of children ask and respond to different types of questions and identify key ideas within spoken texts. Children at first level, need to develop further their ability to build on the contributions of others. At second level, the majority of children ask and respond well to inferential and evaluative questions. Across the school, children need more opportunity to present and share their learning to different audiences.

Reading
- Most children at early level are beginning to identify initial sounds and are building their understanding of phonics. They enjoy exploring texts as they listen to stories read to them. Children at early level need daily practice of their reading skills to improve their progress in reading. The majority of children at the first and second levels read with accuracy and expression at an appropriate speed. They recognise features of language in texts, such as sentence structure and punctuation. All children talk positively about selecting from the range of interesting class reading books available to them. As children move through the school, they explain clearly how the author, cover or title influences their choice of books. Across all stages, children would benefit from reading aloud more regularly to improve their fluency.

- The library provides an inviting space with a diverse selection of books, creating an engaging environment for readers. However, children need more opportunities to visit and choose their own books, which should strengthen a culture of reading for pleasure. More frequent visits and refreshing the selection of texts would enhance children's engagement further in reading.

Writing

■ Most children at early level write initial sounds well. They would benefit from exploring patterns and sounds through play contexts to enhance their understanding further. The majority of children at first level use their knowledge of letter patterns and spelling rules to spell most commonly used words accurately. They should be supported to improve the presentation of their work, including creating digital texts. Most children at second level write extended pieces of writing using paragraphs appropriately to separate thoughts and ideas. Children should continue to develop their ability to convey information, describe events, share opinions and persuade others as appropriate to the purpose. Teachers should now provide effective feedback for children that identifies accurately individual next steps in writing.

Numeracy and mathematics

■ Overall, the progress children are making in numeracy and mathematics is weak. Across the school, children need more regular practice inf mental mathematics to improve their speed and accuracy in solving number problems. Children are not yet confident in the use of mathematical language. Teachers should ensure that children learn the accurate mathematical language when learning new concepts. Stronger mental mathematics skills and correct use of accurate language will help children build a strong foundation in mathematics. This should allow them to apply concepts with more confidence in problem-solving and real-life contexts.

Number, money and measure

■ At early level, a majority of children order numbers correctly within the range zero to 20. They name coins to £2. A few children are confident in adding and subtracting within 10. The majority of children need to develop their skills in counting backwards. This will support them to add and subtract more confidently. At first level, the majority of children round numbers to the nearest 100. Children measure successfully real-life objects outdoors using standard measuring units. They need more practice in the addition and subtraction of two-digit numbers and opportunities to recognise and name simple fractions. At second level, most children have a good understanding of place value, including decimals. Most are able to convert fractions to percentages and decimals. They need more practice tackling multi-step problems in a variety of contexts.

Shape, position and movement

■ Across the school, most children name two-dimensional shapes, three-dimensional objects and describe their properties appropriately for their age. Most children at early level understand simple positional language. They now need to learn about lines of symmetry within shapes. Most children at first level, use a compass and describe the direction they face after making half turns. At second level, children identify a range of angles and explain the reason for their answers accurately. They need to develop their knowledge of radius and diameters of circles.

Information handling

■ At the early level, most children sort items by colour, shape, and size, and can organise data into a simple pictograph. At first level, the majority of children collect and analyse data in real-life contexts, such as surveying healthy snack choices in class. They would benefit from further practice using Venn diagrams to record their data. At second level, most children analyse and interpret data to draw conclusions. They work out the probability of events, recording this in a variety of ways. Overall, children at all stages would benefit from more opportunities to develop data handling skills using digital technology.

Attainment over time

■ Senior leaders are aware that historic data collected over time is not sufficiently reliable and robust. As a result, the school is unable to accurately illustrate attainment over time. Senior leaders are building the confidence of teachers in using a range of assessments, data and

moderation activities. This is helping teachers develop further their understanding of achievement at each level. Staff should accelerate this work to enable them to make informed decisions about teaching and learning that effectively support next steps in learning.

■ Over the last few years attendance has been consistently above the national average. Staff have identified that a significant amount of absence relates to family holidays in term time. Senior leaders raise awareness among families on the impact of absence. The acting head teacher regularly reviews attendance data and works with families to remove any barriers to attending. This is resulting in improvements in attendance for individual children.

Overall quality of learners' achievements

■ Children across the school are developing citizenship skills well through worthwhile groups such as the pupil council, digital leaders and the school newspaper committee. They contribute to the life of the school and the wider community. For example, the community committee organised a visit to sing at a local care home. Children report that this has improved their confidence to present to an audience. Older children speak enthusiastically about school leadership responsibilities, such as being house captains and buddies. They are rightly proud of their valuable contributions to the life of the school. P7 children buddy new children in P1 and P6 children are trained to provide play support for others in the playground. This is helping to develop leadership and communication skills.

■ Children enjoy a wide range of activities and clubs in the community. Staff offer children lunchtime clubs such as boccia, bracelet making and board games. These experiences develop children's creativity and collaboration skills. Children are proud of their achievements both in and beyond school. They enthusiastically celebrate these successes at assembly, on the 'Fantastic Forehillers' wall displays and with the acting headteacher at weekly celebration gatherings. Children are recognised for success in school through 'Star of the Week' certificates, 'Proud Clouds' and through earning house points. This results in children feeling valued and fosters a sense of belonging to the school community. Senior leaders should proceed with plans to track children's achievements and participation. This will help ensure that all children have access to opportunities to experience success in a variety of contexts and develop skills for learning, life and work.

■ Staff encourage children to enter competitions such as local litter picking, planter and debating competitions. These support children to become confident individuals and responsible citizens. All children in P4 participate in the 'Big Sing' music festival which helps develop performance skills. Children in P6 have cycle training that enhances their understanding of safety on the road. All P4 children benefit from a block of swimming lesson that supports water confidence.

Equity for all learners

■ Staff have a clear understanding of the socio-economic context of their community and are aware of the challenges that families may face. Senior leaders work to minimise the cost of the school day for families. They collaborate with the Parent Voice Group to fund annual learning excursions for each class and secure funding for residential trips for families who request support. This ensures no child misses out on these valuable learning experience due to financial barriers.

■ Senior leaders proactively use the limited amount of PEF to purchase support materials for children to support their learning. The majority of children who have benefited from a reading intervention using these resources have accelerated their progress in reading. Senior leaders should now regularly measure the impact of all PEF spend. This will allow them to demonstrate how they are accelerating progress in literacy and numeracy for identified children impacted by financial barriers.

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.