

Summarised inspection findings

Kingcase Primary School

South Ayrshire Council

23 April 2024

Key contextual information

Kingcase Primary School is a non-denominational primary school serving the residents of Prestwick in South Ayrshire. The school opened in 1971 and is of semi open-plan design. The associated secondary school is Prestwick Academy. The senior leadership team comprises the headteacher, who has been in post for one year, one acting depute headteacher and three principal teachers, two of whom are acting. The current roll is 350 in the primary school and 55 in the nursery class. There are 14 primary classes and a nursery class. In session 2020/21, there was 96.7% attendance, which was above the national average. There were no exclusions during that period. In September 2022, 18.6% of children lived within Scottish Index of Multiple Deprivation deciles 1 to 3.

1.3 Leadership of change

very 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 headteacher leads an organised, effective staff team who have a clear focus on the school vision, values and aims. The school ethos reflects a culture of ambition and high expectations which is underpinned by a commitment to children's rights and improving wellbeing. Staff, parents and partners appreciate the strong leadership of the headteacher. They value senior leaders' open, collaborative and forward-thinking approach to school improvement which the headteacher has inspired during his year in post. The headteacher has worked effectively with the staff team to create appropriate and carefully planned areas for school improvement. Senior leaders consider the pace of change carefully to ensure that it is manageable and sustainable.
- Led by senior leaders, the whole staff team recently reviewed the relevance of the school vision, values and aims. Staff conducted a comprehensive consultation, upon which the school community confirmed the existing values of honesty, compassion, equity, respect and responsibility. Senior leaders took successful measures to further promote and sustain the school vision and values. These are now displayed clearly throughout the school and are prominent during lessons, school assemblies and celebrations. The school values are now more firmly embedded within the life and work of the school.
- Staff across the school nominate children as 'value champs' when children show school values in action. Nominations come from all staff including catering, clerical, janitorial and visiting specialists. Almost all children understand the importance of the values, and how they improve their relationships with others. They talk about how the values help their own and others' wellbeing. Almost all children have a clear understanding of the concept of equity and discuss it using language appropriate to their age and stage of development. This is leading to a positive, inclusive learning environment, where almost everyone feels valued.
- Senior leaders and staff link the school values successfully to the promotion of children's rights, which feature highly in lessons and on displays around the school. Almost all children

understand what it means to adopt the 'Kingcase way'. This helps children to understand the importance of promoting their own and others' rights. Almost all children feel safe, happy and articulate clearly how they are cared for at the school.

- Almost all teachers, led by senior leaders, demonstrate a high degree of professionalism through their commitment to professional learning, research and school improvement. Almost all teachers participate in robust self-evaluation and work collaboratively to identify and lead areas for improvement and change. For example, teachers recognised the need to increase their collective confidence in planning high-quality assessments to inform children's next steps in learning. They quickly established a professional learning network to focus on assessment for learning. They are finding ways to share good practice and implement positive change successfully. All teachers now share the purpose of lessons and make clear how children can be successful in learning. Senior leaders should continue to support these creative and inquiring approaches to improving practice across the school.
- Senior leaders create opportunities for leadership at all levels across the school. Almost all staff take responsibility for supporting pupil-action groups, known as Kingcase Action Groups (KAGs). Within these groups, staff support learners from P4 to P7, to work on areas for action or improvement as identified by the school community. These include a Junior Leadership Team (pupil council), an Eco Schools group, a Rights Respecting team, a wellbeing team, an ethical trading action group, and digital leaders. Almost all children in P4 to P7 said that staff listen to their opinions and act upon their ideas.
- Most children in P4 to P7 participate in a leadership group. Children articulate well the impact and effectiveness of these groups. For example, as a result of the work by Junior Road Safety Officers, children found ways to promote safety through their 'be neon, be noticed' campaign. The 'Rota Kids' action group led an initiative to increase awareness of global citizenship and raise funds for children in war zones. Children are proud of these achievements and articulate well the skills they are developing.
- Almost all staff share a common understanding of the social, economic and cultural context of the school community. They take very good account of the increased challenges caused by the pandemic and cost of living crisis. Staff work together to develop interventions using Pupil Equity Funding (PEF) such as the new rainbow nurture room, and the support group for children experiencing trauma, grief or loss. Senior leaders have developed systems recently to identify, track and monitor the attainment of selected individuals and groups. They should now begin to measure the impact of interventions on closing the poverty related attainment gap over time.
- The new leadership team has created conditions in which all staff are nurtured and supported to take on leadership roles. All staff have regular and protected time for professional dialogue to consider the school's strengths and areas for development. During the weekly 'Conversation Café', senior leaders and staff refresh aspects of their training and maintain a focus on positive change. Support staff, known as the 'inclusion team', discuss their professional learning confidently. The inclusion team, making use of their recent training, provides appropriate and effective support to children by contributing to planned de-escalation strategies. Senior leaders and staff should continue this positive cycle of reflection to further improve high quality learning and teaching across the school.

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

- Children benefit from a welcoming and nurturing ethos within the school. Relationships between staff and children are very positive. Almost all children behave well and feel safe in school. Children are well mannered, kind and talk positively about the work of the school. Almost all children work well individually, as pairs and in groups, and enjoy their tasks. Staff provide bright and stimulating learning environments, where resources are well organised and conducive to positive learning and teaching.
- Across the school almost all children have a strong understanding of skills such as creativity, communication and adaptability. Teachers work collaboratively to construct pathways for individual skills, at each level. They use these pathways effectively in all lessons and most children identify the skills correctly through their learning. Staff work well with a range of local partners to enhance their work on skills development further. This was highlighted in the recent enterprise week when a variety of business partners spoke to children about careers and the skills required.
- Almost all children in the upper school develop confidence and a sense of responsibility through contributing effectively to wider school life. In a few lessons children take responsibility for leading learning. However, many learning activities are overly teacher led and children, although responsive, are too passive in their learning. When teachers give children responsibility, personalisation and choice, children are motivated and active participants, as demonstrated during leadership activities.
- Children are now ready and able to take more responsibility for their learning. They would benefit from increased opportunities to initiate and organise learning and to become more independent in their learning. Teachers and Senior Leaders should consider approaches which would allow children to experience greater challenge by applying their learning in new and unfamiliar contexts.
- Almost all children set targets and have regular opportunities to self and peer assess, even at the early stages. In almost all lessons, teachers provide clear and helpful explanations and instructions. Staff have developed a shared understanding of the key features of a high-quality lesson. As a result, there is a high level of consistency in practice across the school. In all lessons, teachers share the purpose of learning and how children can achieve success in learning. In a few lessons, teachers regularly refer to co-constructed criteria for successful learning with the children. All staff should now involve children more frequently in identifying how they will know if they have been successful in their learning. This will ensure greater consistency of approach across the school.
- Staff use praise well throughout the school, resulting in children who are eager to respond and contribute to lessons. In most classes, teachers use questioning well to support children's

recall and understanding of their learning. In a minority of classes, teachers' use questioning effectively to check and extend children's learning. Teachers should build on this good practice across the school.

- Staff use interactive boards skilfully to support and enhance children's learning. Teachers make use of a range of digital technologies to support the development of children's digital literacy skills. For example, children use virtual reality headsets and can activate programmable toys. They also use tablets in a variety of interesting ways, such as operating live collaboration software, creating animation, coding, and researching topics they want to learn more about.
- Staff are at the early stages of developing play-based learning. The introduction of timetabled play sessions at P1 enables children to construct, create, write and draw. This affords teachers time to observe the children during play. As planned, staff should build on observations to extend children's learning. They should continue to engage with national guidance to ensure that child-led play is developmentally appropriate.
- Staff have a clear understanding of the assessment calendar that outlines key expectations about the use of summative and standardised assessments throughout the year. Teachers have detailed termly assessment plans and have a wealth of information on children's progress in learning. Teachers will be more easily able to implement targeted and informative next steps for children by streamlining the approaches to assessment.
- Across the school there is a strong ethos of staff collegiality and positive working relationships. Teachers plan learning across the curriculum, supported by local authority learning pathways. They work closely with their stage partners to ensure consistency. Senior leaders ensure that stage partners have protected time for planning and moderation across each stage. Teachers have moved planning online to make it more accessible and collaborative. They plan appropriately over a range of timescales including the long, medium and short term.
- Teachers have engaged recently with cluster colleagues to moderate reading. Senior leaders are planning further similar opportunities to extend and consolidate this practice across other curricular areas. This will support teachers' shared understanding of progression, pace of learning and achievement within and across Curriculum for Excellence levels.
- Teachers plan effectively for children requiring additional support, using specific and measurable targets. This helps teachers clearly identify the progress children are making. Senior leaders ensure that a range of staff and partners support more personalised learning for anyone who needs this. Regular tracking meetings provide a useful opportunity for teachers and senior leaders to discuss appropriate strategies and plan interventions and next steps in learning. This is effective for almost all children, particularly for those requiring extra support. Staff are aware of the challenges children face and they provide effective additional support. Senior leaders timetable support staff's time effectively. The careful planning provides a balance of highly effective direct support, and wider support for learning, to individuals. Senior leaders should continue to monitor how effective the teaching and learning approaches are, in raising attainment and accelerating children's progress.
- Most children behave very positively across the school, following instructions and settling down to begin work quickly. Staff promote a calm atmosphere by establishing nurturing, positive relationships and responding appropriately to disruption. Staff ensure children feel cared for, but understand which behaviours are disrespectful. Almost all staff use predictable routines to structure transitions well. Almost all teachers make clear expectations about how children should move about the classroom, for example by outlining responsibilities and reiterating

school values. Most teachers organise classroom resources to enable children to gather independently what they need quickly.

- In a few lessons, children display behaviours which can be disruptive to their own and others' learning. Low-level disruption includes incidences of children moving about or being noisy when asked to focus. Senior leaders and staff have developed plans which reflect needs, and possible reasons for behaviours including antecedent events. Teachers manage the impact of these behaviours well by following planned strategies. They skilfully reengage learners or find assistance from staff to provide one-to-one support for the child. Senior leaders record any serious incidents and share this information with the local authority. The inclusion coordinator for the local authority works with the school to provide children with the support they need to engage more effectively in learning. The staged-intervention process within the authority means that children with a higher level of need receive increased support. Selected staff participate in de-escalation training to provide them with well-considered strategies which align with the local authority policy to support behaviour and relationships. The local authority involves families and specialist partners well in planning with school staff. This results in engagement from families and a joined-up focus to improve identified children's behaviour and learning.

2.2 Curriculum: Learning pathways

- Staff recently refreshed the school's curriculum in consultation with the school community. This supports teachers to plan flexibly and better reflect the aspirations of learners. Senior leaders gather parents', staff and local business owners' views to ensure the curriculum reflects the needs of learners and the local economy.
- Teachers make effective use of helpful local authority progression pathways to plan learning across all curriculum areas. Teachers use these pathways to help children build on what they already know. These learning pathways support teachers to provide all children with a well-balanced, broad general education. Teachers use online platforms to share planning across the curriculum. Through careful planning, teachers are increasing their use of planned assessments across the curriculum.
- Teachers adapt progression pathway for expressive arts, to ensure children are developing their creativity, confidence and public speaking progressively. Children gain these skills through regular, planned, music, drama and dance performances. The consultation process also instigated an increased focus on outdoor learning. Teachers use progression pathways successfully to build in planned, community-based learning experiences. Children make good use of the playground, local area and further afield. For example, P7 participated in a series of lessons called 'Beach School' and P2 are using the local area to support their learning across the curriculum.
- Staff ensure all children receive their curriculum entitlement of two hours of quality physical education each week. From P1, children learn Spanish on a weekly basis. From P5, children learn very basic French, which teachers' thread through lessons in the school. There is scope to increase the 1 +2 approach to modern language provision by increasing the time spent learning French.
- There is an attractive and well-used school library, where teachers plan lessons using a variety of the resources. Lessons include using dictionaries and other reference books, planning research projects and reading for enjoyment. Books are banded by colour to indicate the difficulty of the text. While this is appealing to the majority of children, for a few children, it limits access to interesting, and more challenging books. Staff should consider how to increase children's confidence in choosing more challenging texts. Children at all stages make good use of classroom libraries regularly to develop reading for enjoyment.
- Staff work well with partners to ensure children have smooth transitions from the nursery to P1 and from P7 to secondary school. There is an effective buddy system in place. Children in P5 buddy a child in the nursery, then continue with their original buddy until the older child is in P7 and the younger is in P2. This gives all children from P5 to P7 an opportunity to develop their confidence, empathy and responsibility. Children at the earlier stages benefit from knowing older children well as they move into the next stage of learning.

2.7 Partnerships: Impact on learners – parental engagement

- The Kingcase family partnership actively supports the work of the school. They have raised considerable funds, with a focus this year on improving playground spaces and updating school technology.
- Senior leaders are beginning to take account of a number of the challenges raised through surveys and questionnaires. Through consultation, a minority of families suggested improvements to the school's system for administering homework. Senior leaders have acted on this and are implementing changes as suggested. For example, teachers are moving away from online homework to make access less reliant on technology.
- Parents regularly attend events organised by the school, where staff provide guidance on how parents can support their child's learning at home. These include 'mission dyslexia' sessions. These sessions allow children and families to work together in the school setting. Parents discuss with teachers the best way to provide appropriate support for their children. The headteacher has recently introduced a family-learning calendar to ensure increased opportunities for parents to work alongside their children in school-based activities. Parents value and welcome opportunities to learn more about learning and teaching in their child's classroom.
- Parents can access private, online social media platforms, dedicated to sharing the work of the school. Overall, most parents say that the information about how their child is doing at school reaches them at the right time.

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. Inspectors also identified good practice in child protection and safeguarding procedures.

3.1 Ensuring wellbeing, equality and inclusion

very good

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Children's wellbeing and rights are central to the work of the school. Children benefit from the nurturing and inclusive ethos embedded across the school. Almost all staff have very positive relationships and interactions with children. This results in a very supportive culture and ethos, where almost all children feel confident and safe. Staff use their extensive knowledge of children as individuals to cultivate caring, respectful relationships. Children look after one another well. In particular, older children showing compassion to younger children.
- Across the school, staff use wellbeing indicators effectively with all children to evaluate their wellbeing and inform appropriate interventions. Children reflect on the wellbeing indicators frequently, and more formally twice a year. Children have a firm understanding of their progress in wellbeing. Senior leaders and teachers review information effectively to identify any wellbeing concerns. They initiate valuable 'Time for Chat' discussions. These ensure children receive extra supports and the meetings enhance positive relationships. Children demonstrate well how to enhance their own wellbeing by taking regular exercise, making healthy food choices and nurturing positive relationships.
- Almost all children can identify someone they can speak to if they are upset or worried. Senior leaders organise 'core staff teams' for a few children who experience anxiety or significant change. Children choose their own team, which provides additional reassurance. Almost all children learn how to lead an active lifestyle. For example, all children have tennis lessons, P4 receive swimming lessons, and P5 and P6 take part in cycling and road safety programmes. Children have valuable opportunities to take part in activities within and beyond the building and timetabled day. Active Schools and Thriving Communities run popular after-school activities throughout the year.
- Children experience a planned, progressive health and wellbeing curriculum, linked to the wellbeing indicators. For example, children learn about healthy, responsible relationships in a way which is appropriate to their age and stage of development. Staff have developed approaches to link the wellbeing indicators clearly to children's rights. Staff are at the early stages of implementing new programmes and plans. Senior leaders should continue to evaluate the impact of these on children's wellbeing.
- Senior leaders very recently introduced new policies in partnership with the school community. These promote positive behaviour and relationships, anti-bullying, equity and equality. These appropriate policies embody 'The Kingcase Way' to wellbeing and classroom management. Staff have very effective systems in place to monitor and address behaviour, as a result there has been a reduction in the number of incidents. The Junior Leadership Team, with support from staff, created an anti-bullying charter. Children understand what bullying is and what it is not. They are clear about what actions to take when relationships

are not healthy. Staff should continue with plans to measure and review the impact of these new policies.

- Staff identify and support very well those children who face barriers to their learning. Staff provide a range of approaches, such as nurture, outdoor learning and literacy activities. These help children regulate their emotions, improve their self-confidence and participate more effectively in their learning. Staff use standard visual prompts in classrooms to display important information and to ensure clear communication. Teaching spaces have visual displays and nurturing spaces that are common to all learning areas. Teachers make effective use of recognition boards, displays highlighting school values, classroom charters and calm corners. Children share common experiences in classrooms and are using spaces and resources well to manage their emotions.
- Senior leaders have recently introduced a clearer focus on nurturing principles throughout the school. Staff provide enhanced support for individual children through a range of well-planned interventions and nurture-focused activities in the newly developed rainbow room. This provides a very welcoming, calming environment. All staff received specialist training to help children manage their anxieties and concerns. Early signs show these having a positive impact on improving emotional wellbeing and engagement of individual children. Senior leaders are auditing this new approach and building on a positive start.
- Children requiring additional support benefit from carefully considered plans to support and improve learning. Parents and partners value the school's approach to implementing 'Team Around the Family' meetings. Through these meetings, staff successfully elicit the views of children and parents. Families participate actively in decision making and target setting. Staff identify and pursue timely interventions from support agencies. They set measurable targets to support children's needs consistently. Staff, parents and where appropriate partner agencies, review the impact of interventions and support effectively and make necessary adjustments. As a result, children who require additional support for learning are making good progress in relation to specific, regularly reviewed, targets.
- Staff support children moving on from nursery or from primary to secondary well. Children who may have difficulty in settling in P1 or S1 benefit significantly from additional visits and support. Staff, parents and pupils describe enthusiastically how the buddy programme supports children's transition into P1.
- Children develop a very good understanding of equality and diversity. They discuss the importance of inclusivity and protected characteristics and give examples of challenging discrimination. Children are gaining an understanding of global inequality and fairness through the work of the KAGs. Staff promote inclusion and equity and are raising parents' awareness of different barriers to learning including neurodiversity.
- Senior leaders and staff have a strong understanding of statutory requirements in relation to wellbeing, equality and inclusion. They have effective procedures for identifying and supporting children with additional needs. They recently improved processes for identifying learners requiring specific support with reading. This resulted in more targeted support and better outcomes for learners with dyslexia. Identified children have regularly reviewed individual education programmes, devised with a range of partners. These include psychological services and the local authority inclusion team, which helps staff address barriers to learning. Senior leaders ensure that children and families are fully involved in decision making which affects them. Senior leaders monitor attendance effectively and have robust measures in place to identify and support children if attendance dips. Senior leaders are successful in communicating positive messages about attendance to children and families.

- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. At the time of the inspection, there were minimal identified areas for improvement. Aspects of good practice were identified in relation to food in school.

3.2 Raising attainment and achievement

good

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

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

Attainment in literacy and numeracy

- Overall, children's attainment across the school is good. Most children achieve expected levels in literacy and numeracy. There are a few children across the school who exceed national expectations. A significant minority of children across all stages could achieve more.
- Most children who require additional support with their learning are making good progress. A few children are making very good progress.

Attainment in literacy and English

- Overall, most children make good progress in listening and talking, reading and writing.

Listening and talking

- Across the school, most children are articulate and speak with confidence to adults and peers. Most children working at early level share their feelings, ideas and thoughts with others. Children should continue to develop their ability to share stories in different ways, such as through imaginative play. At first level, most children demonstrate skills required for effective listening and talking. Children recite poetry taking care with pronunciation, expression and appropriate voice projection. A few children working at first level are less confident building on the contributions of others. Almost all children working at second level communicate clearly and audibly in different contexts, including delivering formal presentations. Children use suitable language, including Scots vocabulary, when reciting poetry and delivering speeches. Participation in leadership activities provides frequent opportunities for children to apply their communication skills in different contexts and to different audiences.

Reading

- Most children working at early level hear and say the different single sounds made by letters. They are developing their ability to hear and say letter blends made by a combination of letters. They are less confident discussing how to find information in a text. A few children are less confident gathering and using information from a range of sources. At first level, most children decode unfamiliar words by locating and pronouncing familiar letter patterns. Children explain their preferences for particular texts, authors and sources with supporting detail. They need to develop further their ability to find key information from non-fiction texts using content page, index and headings. Most children working at second level read with fluency, understanding and expression using appropriate pace and tone. They apply a range of reading skills and strategies to identify the purpose and main ideas within texts, such as skimming and scanning. At first and second level, a minority of children are capable of more challenging reading.
- Children benefit from an attractive school library. Staff ensure that the views of children inform the selection and purchase of new texts. Across the school, reading for pleasure is promoted

actively. Children are developing their love for reading successfully through the use of protected time for reading for pleasure at the start of every afternoon.

Writing

- Most children working at early level use capital letters and full stops effectively in simple sentences. A minority of children need further support to form letters correctly. At first level, most children write independently using interesting vocabulary to engage the reader. They create texts such as stories, letters and poems using recognisable features of genre. Most children working at second level use notes and other sources appropriately to develop thinking and create new texts. They present relevant ideas and information, including supporting details, to convey a viewpoint well. Across the school, children need to write regularly more extended pieces for a wider range of purposes. Overall, the quality of handwriting and presentation should be developed further.

Numeracy and mathematics

- Overall, most children make good progress from prior levels of attainment in numeracy.

Number, money and measure

- All children working at early level recognise numbers from zero to 20 confidently. They identify accurately the number before, the number after and missing numbers within a sequence to 20 and beyond. Children need more experience sharing a group of items by making smaller groups and splitting a whole object into smaller parts. At first level, children are confident using numbers and discuss their strategies when doing mental maths. A few children are not yet confident in finding the area of a shape. At second level, most children read and record time accurately in both 12-hour and 24-hour notation and convert between the two. Children are able to convert accurately between decimals, fractions and percentages. Children at second level should now look at the application of percentages to real life situations such as credit card interest.
- Across the school all children gain experience applying their learning through 'enterprise week'. They used the skills learnt in number, money and measure to raise funds successfully within their classes.

Shape, position and movement

- At early level, children recognise, describe and sort common two-dimensional shapes with accuracy. At first level children describe confidently the properties of three-dimensional objects including side, face, edge. At second level, children use mathematical language accurately to describe a range of angles including obtuse and reflex angles.

Information handling

- At early level children interpret simple pictographs well. At first level, children select and use the most appropriate way to gather and sort data, for example by issuing questionnaires and surveys. At second level, children collect, organise and display data accurately using a variety of ways, including bar graphs, line graphs and pie charts. They use digital technology appropriately to present data collected.

Attainment over time

- Children's progress and attainment in literacy and numeracy dipped as a result of the COVID-19 pandemic. Children across second level have regained, or overtaken, the attainment dip in reading and writing. P7 have regained their attainment levels in numeracy and listening and talking. Senior leaders use a range of data to identify trends over time and make comparisons with national and local data to help them evaluate their progress. This data indicates that attainment across the majority of year groups has declined over time. Current predicted levels

of attainment for P4 to P7 are lower for each cohort than their P1 attainment levels. Senior leaders recognise the need to strengthen further the use of data to ensure all children make sustained progress.

- Senior leaders and staff work together to identify where there are gaps in children's learning. Approaches to tracking children's progress and identifying potential barriers to learning are becoming more robust. A range of appropriate interventions are used to support children's progress. Staff track children's progress through specific interventions, enabling them to review their effectiveness. For example, a digital intervention to improve the reading skills of a targeted group is leading to most children making accelerated progress.

Overall quality of learners' achievements

- The school community places high importance on recognising and celebrating children's wider achievements. The 'headteacher award' scheme allows all children to move through from Bronze, Silver to Gold. Headteacher awards are issued for achievement in and out with school. All staff celebrate children's achievements in class, at assemblies, through displays and social media.
- Almost all P4 to P7 children develop a range of skills through their involvement in KAGs. These action groups enable children to inform others about, for example, ethical trade, environmental sustainability, digital skills and road safety. Children apply their literacy and numeracy skills well through roles such as minute secretary and treasurer. P7 take responsibility for the planning and delivery of lunchtime clubs for younger children, based on their individual areas of interest. Almost all P7s volunteer for a P7 'squad', providing practical assistance to others at lunchtime. Children speak enthusiastically about these leadership positions. Almost all children at P4 to P7 feel that staff listen to, and take account of, their views. They recognise the positive contribution they make to the life of the school and wider community. Children identify a range of skills developed through these achievements, such as critical thinking, adaptability, co-operation and communication. Building on this strong practice, staff should extend achievements to include P1 to P3 children.
- Staff monitor and track children's participation in clubs and events, both during and outwith school on a regular basis. They use this information well to ensure all children benefit from a wide range of achievements. All children participate in at least one school show across the year. All P7 children engage in the John Muir Award. In June 2023, all children took part in a musical performance that brought together learning on wellbeing, anti-bullying and demonstrated creativity and performance skills. A few children who learn musical instruments strengthen their musical skills and techniques through performing as part of an orchestra.
- A high level of staff commitment enables the provision of additional wider achievement experiences for children. Almost all children participate in a variety of staff-led clubs and activities across the year. These clubs reflect children's interests and motivations and provide opportunities for children to represent their school, for example at sporting events.

Equity for all learners

- All staff have a strong understanding the socio-economic background of children, their family circumstances and individual needs. They employ robust approaches to track and monitor the progress of all children, including those at disadvantage. Termly attainment and review meetings should now include a clearer focus on strategies to close the poverty-related attainment gap. Senior leaders have a clear understanding of gaps in attainment relating to children who are most disadvantaged and those with additional support needs. Senior leaders are not yet able to demonstrate progress in closing these gaps.

- PEF is used to enhance staffing to provide targeted support to raise attainment in literacy and numeracy. The impact of interventions to increase attainment in reading, such as the 'Reading in the Net project', and digital interventions are showing early indications of success. All children who access the nurture interventions show greater levels of engagement and resilience.
- Overall, children's attainment across the school is good. Most children achieve expected levels in literacy and numeracy. There are a few children across the school who exceed national expectations. A significant minority of children across all stages could achieve more.

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.