

Summarised inspection findings

Port Elphinstone School

Aberdeenshire Council

20 May 2025

Key contextual information

Port Elphinstone Primary School is a non-denominational primary school serving the village of Port Elphinstone and surrounding rural area in Aberdeenshire. At the time of the inspection, the school roll was 62 children arranged across three classes from P1 to P7. The headteacher has been in post since December 2021. She has a 0.3 full time equivalent class teaching commitment.

The majority of children lived in Scottish Index of Multiple Deprivation (SIMD) area 4, with the remainder in 7-9. Approximately 45% of children in the school require additional support.

1.3 Leadership of change

satisfactory

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

- Since the headteacher joined the school, she has led the school well to drive forward school improvement. She has prioritised building trust, relationships and an inclusive, nurturing school. Staff and parents appreciate these improvements and express positive views about the changes made to enhance the school. Staff collaborate and continuously develop their skills effectively to better support the needs of the community. They share a common understanding of the social, economic and cultural context of the school community.
- The school's values of respect, teamwork, honesty, responsibility and inclusion have been in place for a number of years. Parents, children and staff feel these are relevant to the current context of the school. Staff refer to the values routinely throughout the day. This is encouraging children to demonstrate and understand them well. Staff help to embed the values further by including them as part of school assemblies and recognising them through value awards and house points. The headteacher is raising the profile of the school's vision at school assemblies. As a result, children are aware of the importance of working together to create a safe and nurturing environment. Pupil leaders in P7 recently created a 'recipe for successful learning' to embed further their school vision. Children are beginning to use this recipe to evaluate their own learning.
- The headteacher monitors the work of the school effectively. Staff have recently agreed a rigorous quality assurance calendar which outlines the range of approaches used to evaluate the quality and impact of children's learning experiences. This includes classroom observations, jotter monitoring and analysing attainment data. Following self-evaluation activities, the headteacher provides individual teachers with feedback on identified strengths and areas for development. She should continue to ensure that these actions are implemented effectively, leading to improvements in learning, teaching and assessment.
- The headteacher has worked well with staff to identify the need for more consistent high-quality approaches in a number of areas. This includes in approaches to developing positive relationships, universal supports for children and in the learning environments. The

headteacher has supported teachers well to develop a clear understanding of their role in evaluating the work of the school and supporting improvements. Teachers talk confidently about a shared responsibility for school improvement. They successfully complete a range of audits and reviews and are involved in evaluating the progress they have made in meeting improvement priorities. Teachers make use of the evidence gathered through audits, self-evaluation and quality assurance to effectively support the identification of future improvement priorities. The headteacher now needs to involve all stakeholders more fully in developing plans for continuous improvement. Staff should establish clearer and more specific outcomes to guide improvement efforts effectively. This could help ensure that stakeholders gain a greater understanding of the extent to which changes are leading to improved outcomes for children.

- All staff value and undertake professional learning that links specifically to the needs of children and to current priorities. They speak enthusiastically about how their professional learning has impacted on their practice and improved how they meet the needs of children. For example, all teachers have participated in learning activities to improve their use of questioning. As a result, all teachers use questioning well to check children's understanding. They are currently at the early stages of engaging in professional research to develop further improvements in this area. Teachers are beginning to lead improvements in the school. These are based on their interests and link to current priorities. For example, they have made improvements to the teaching of reading and the school library. These are helping to develop further a culture of reading for enjoyment across the school. Staff are now well placed to take on further leadership roles linked to school improvement.
- The headteacher looks outwards to inform self-evaluation and improvement by linking with colleagues in a self-improving schools trio. They provide support and challenge to each other. For example, the headteacher has used this forum to improve and refine the school's quality assurance calendar. As a result, their quality assurance procedures are rigorous and support their self-evaluation. The headteacher has identified the need to provide teachers with increased opportunities to look outwards and learn from others at local and national levels. This should help teachers to stay informed about different teaching methodologies and improve existing practice.
- 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. The pupil council used How Good is OUR School? to audit relationships across the school. The headteacher used the results of this audit to evaluate the success of recent improvement work on embedding the school values. This also supported her to begin her work on raising the profile of the school's vision. Staff should further enhance opportunities for children to reflect on, evaluate and contribute to school improvement. They need to ensure that children clearly understand how their input influences positive changes within the school.
- Staff are at the early stages of involving all children in making decisions through pupil voice groups. These include the school newspaper group, eco-committee and rights respecting group. Children enjoy these leadership opportunities and are proud of the changes they have made. For example, the rights respecting group has recently received national accreditation. As a result, children are developing an increased knowledge of their rights and what they mean to them. Children have further leadership opportunities through organising fundraising events and as pupil leaders and buddies. As planned, staff should support children to evaluate the impact of their work and recognise the leadership skills they are developing.
- The school benefits from an active Parent Council who are keen to support the school, which they do through fundraising. The headteacher discusses school improvement priorities with them and shares plans for Pupil Equity Funding (PEF). Staff now need to develop further the

involvement of all 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 would allow them to demonstrate their success in closing the poverty related attainment gap.

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 are friendly, confident and proud of their school. All staff know children well as individuals. There are nurturing and positive relationships between staff and children and between children. All staff work well together to create a safe, nurturing and inclusive learning environment for learning. The staff and children have developed class charters which are underpinned by children's rights and school values. These are re-visited at the start of every term to ensure that they are relevant. These charters help children to understand their role in creating a positive learning environment. Staff and children should continue to develop further children's understanding of their rights.
- Staff use positive praise and encouragement consistently and effectively and have clear expectations of children's behaviour. There are few instances of low-level behaviour. Staff deal with these in a supportive and sensitive manner. As a result, almost all children are engaged and interact successfully during learning. Relationships and behaviour are positive.
- In most lessons, teachers provide clear and helpful explanations and instructions. They share the purpose of learning and set appropriate measures of success for children. In a few lessons, teachers co-construct success criteria with children. This helps children to know how to be successful in their learning. This approach needs to be rolled out across the whole school. All teachers use questioning well to elicit information and check children's understanding. A few teachers use questioning successfully to build on children's responses. As a next step, teachers should now use questioning more effectively to support children in extending and deepening their learning. This includes developing children's higher-order thinking skills. Most teachers provide children with regular, informal verbal feedback. Children use this feedback to help them improve their learning. The quality of written feedback across the school is varied. Teachers need to establish a consistent approach to feedback and how it is used to inform and support progress in learning.
- In most lessons, teachers provide work of different levels in order to meet the learning needs of individuals. They need to ensure that these differentiated tasks better meet the needs of children who require additional support or challenge. All teachers provide a variety of opportunities for individual, paired and group learning activities. As a result, most children sustain appropriate levels of engagement and motivation. In a few lessons, pupils have opportunities to exercise choice and lead their own learning. This includes through play-based learning and exploration stations. As a next step, teachers should plan more learning experiences which encourage creativity, curiosity and time for children to lead their own learning.
- Last session the headteacher and teachers developed a policy outlining agreed expectations of high-quality learning, teaching and assessment in Port Elphinstone. This is beginning to provide children with greater consistency of high-quality learning and teaching across the

school. For example, all teachers share the purpose of learning and what success looks like. Pupil leaders developed a 'Recipe for Successful Learning' which links well to this policy. Older pupils talk about how this is beginning to help them to self-evaluate their learning and be more aware of their next steps.

- Staff provide a range of learning through quality play experiences for younger children. They have engaged with national guidance and professional development opportunities to develop successfully their understanding of play, with a focus on quality interactions, spaces and experiences. Staff have developed classroom environments effectively to support children to learn through play. Children have regular opportunities to engage in purposeful and motivating play experiences. Staff provide an appropriate balance of teacher-directed and child-led experiences. They are beginning to use observations to help inform planning and next steps in learning. As a next step, staff should ensure learning experiences are developmentally appropriate for all children. They need to consider further the role of teacher-initiated experiences to help reinforce and extend learning opportunities, particularly in literacy and numeracy.
- In most lessons teachers use digital technology well to support learning. For example, teachers use interactive screens for teaching purposes and children use devices to reinforce learning and word processing. There is scope for children to be using digital technology creatively to enhance learning further.
- All teachers use formative assessment strategies effectively to engage children. In a few lessons, these strategies are being used to support staff and children to identify next steps in learning. For example, when children undertake peer and self-assessment. Most teachers use plenaries effectively to support children to identify the skills they are developing. There is a need for a more consistent and effective approach to formative assessment across the school.
- The headteacher has developed an effective annual assessment calendar for literacy, numeracy and wellbeing. This identifies the key national, standardised and summative assessment activity to be carried throughout the year. Teachers use data gathered through these assessments well to support their professional judgements about children's progress and attainment. Assessment data is now more valid and reliable. However, assessment is not yet integral to planning. Teachers must now use assessment to inform children's next steps in learning.
- Teachers have participated in literacy and numeracy moderation activities in school and with colleagues from other schools. This has improved further the validity and reliability of professional judgements. As a result, teachers' confidence and accuracy in judgements about the progress children are making has increased. As planned, the headteacher should continue to provide further opportunities to moderate both within and out with the school to increase further the accuracy of teachers' judgements across all curricular areas.
- All staff have developed recently planning formats in almost all curricular areas. This has led to greater consistency in approaches to planning. Most teachers plan learning across different timescales. Teachers plan for different groups of children. They now need to make sure that individual planning for children who require additional support or challenge is more effective. There is scope to involve children more in planning aspects of their learning.
- The headteacher meets with teachers every term for tracking meetings to review the progress of every child in literacy and numeracy. During these discussions, staff identify successfully children who are on track, exceeding expectations or requiring support. Together they use this data to plan a number of appropriate interventions for identified children. The headteacher

recognises the need to more closely evidence and review the impact of these interventions on children's attainment.

2.2 Curriculum: Learning pathways

- Staff use progressive frameworks to plan children's learning in literacy, numeracy and health and wellbeing. Staff plan using the Curriculum for Excellence (CfE) experiences and outcomes in all other areas of the curriculum. The headteacher needs to continue to develop further progressive pathways for all curriculum areas. This should support children to build on their prior knowledge and skills.
- Staff have developed useful bundles of CfE experiences and outcomes to plan topics, which links learning across curriculum areas. They have identified successfully a range of relevant contexts for learning across the curriculum. Older children speak positively about being able to influence some of these contexts. As a result, children experience more personalisation and choice and this impacts positively on their motivation.
- Children across the school learn French progressively through discrete lessons. Children in P6 to P7 learn British Sign Language (BSL). BSL is supporting children who have English as an additional language to communicate with others. Children enjoy sharing their learning of BSL at assemblies.
- All children receive their entitlement to two hours of quality physical education each week.
- Children have opportunities to learn outdoors both in their school grounds and the local area. Children in P3-5 have participated in forest school activities, which involved the wider community. Children led a successful outdoor assembly which showcased their learning to their parents. Through this, they improved their knowledge of the natural environment and the importance of sustainability. Children in P6-7 developed their creativity through a variety of outdoor play experiences and participation in an annual wildlife photography competition. Through this, children demonstrated well the ability to be successful learners and responsible citizens.
- Staff engage with partners to develop children's understanding of Developing the Young Workforce (DYW). For example, children in P6-7 wrote to a local business to find out more about their workforce. Through this, children gained knowledge and can talk confidently about the different aspects of the business, the skills required and the role of women in industry.
- Across the school, children are increasing their understanding of the skills they are developing through the school's 'Skills for Success.' During plenaries, children reflect successfully on the skills they have developed in their learning. For example, children in P1-2 identify that they are resilient when a tower of blocks fall.
- Children make good use of the attractive school library to access a wide variety of texts and genres. They value the chance to request new books for the library. This is encouraging more children to read for pleasure. Children would benefit from access to a wider range of texts which promote diversity and equality.

2.7 Partnerships: Impact on learners – parental engagement

- Almost all parents feel the school is led and managed effectively, indicating that they feel staff know their child well as an individual and help children to feel confident. The headteacher has established strong, trusting relationships with parents. As a result, parents are very supportive of the work of the school and feel comfortable approaching staff with concerns, queries or ideas.
- Staff provide parents with regular updates about the life and work of the school. Almost all parents value the effective communication from staff and feel informed about their child's achievements and the work of the school. The headteacher ensures there are no barriers to communication for parents. She does this by providing letters and menus in different languages and seeking support from interpreters. Parents appreciate the range of approaches used to communicate information. These include newsletters, open afternoons, snapshot jotters, celebrations and the use of social media.
- Almost all parents appreciate the support of the active Parent Council. The Parent Council raises funds and organises events to improve children's experiences. For example, the Parent Council provides funding for all children to attend the theatre and visit a local farm. The headteacher informs the Parent Council about the progress being made in meeting the school improvement priorities. She should now explore ways for all parents to contribute to school self-evaluation and improvement.

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

- Children benefit from the nurturing and inclusive ethos embedded across the school. All staff have very positive relationships and interactions with children. This results in a very supportive culture and ethos. Most children feel safe in school and know they have adults they can talk to if they have concerns or need help. Children are proud of their school and show respect for each other, adults and visitors. Respectful relationships across the school increasingly reflect children's rights and school values. Pupil leaders have designed and developed a 'Port Family Tree' display to exemplify their inclusion and sense of belonging.
- Almost all children have a strong understanding of the wellbeing indicators and actively use them to reflect on their own wellbeing. The headteacher and teachers review information effectively to identify any wellbeing concerns. When necessary, they initiate valuable 'one-to-one' discussions with children to address wellbeing concerns. These ensure children receive extra supports and the meetings enhance positive relationships. For example, they have provided extra challenge for children who feel they could be achieving more.
- Children experience a planned, progressive health and wellbeing curriculum, linked to the wellbeing indicators. They identify different ways they can be safe, active and healthy. They articulate well how the school helps them to have healthy lifestyles. For example, children have enjoyed learning about healthy eating choices through cooking lessons. Children in P6 and P7 train as play leaders and use their skills weekly to teach younger children games during social times. Through this, older children are developing their communication and leadership skills effectively. As a result of these planned games, younger children are improving their co-ordination and team building skills.
- All staff work successfully in partnership with parents to support children. The whole staff team has earned parents' trust and respect. Parents are comfortable sharing any concerns about their children with school staff and are confident that staff will address any issues sensitively and promptly. Parents and partners speak positively about the approaches staff take to meet the individual needs of children.
- All teaching staff have reviewed the physical and social environment to ensure their classrooms are more inclusive. Children have easy access to visuals and resources, including the use of digital technologies to support learning. This is helping to reduce barriers to learning and improve children's readiness to learn.
- The headteacher has introduced a clear focus on nurturing principles throughout the school. All staff have received relevant training in this area. As a result, staff have a shared understanding of child development and how to support children more effectively. Staff implement effective nurturing principles in their interactions with children. They have created dedicated nurture spaces to provide support for children who require enhanced nurture interventions. This has

led to improvements in how children interact and manage their emotions. The headteacher has correctly identified the need to introduce a whole school approach to increasing children's understanding of their emotional wellbeing. This could help all children to develop a common language to talk about their feelings.

- A range of partners support children well in their wellbeing and development. Staff liaise effectively with partner agencies to support individual children and families, and address identified issues. This partnership is securing positive outcomes for children. For example, a few children and their families receive targeted support from the English as an Additional Language (EAL) Service. School staff are also provided with helpful strategies to implement in the classroom. They use these strategies well to improve children's ability to communicate.
- Teachers work effectively with colleagues to support children well as they come to school from nursery or progress to secondary school. There is a well-established programme in place that is supportive and helpful for children moving into P1. This includes regular visits to the school and a buddy programme. Children who require additional support are provided with additional visits, when required. Senior leaders from the local small primary schools plan a useful shared residential trip at P7 to help children build relationships before progressing to secondary school. This builds children's confidence and supports them to manage change successfully.
- Staff adhere to the legislative framework on wellbeing, equality, and inclusion. The headteacher and teachers meet termly to identify gaps in children's learning and determine necessary interventions. A few children receive effective support through care plans, improving their engagement and attainment. Staff now need to develop individual education plans with specific, measurable, achievable, realistic and timely targets to support children who require additional support. This will help staff track meaningful progress and plan appropriate next steps. Additionally, teachers should establish clearer processes for gathering and recording the views of children and parents, ensuring their input meaningfully informs plans for children facing barriers to learning.
- 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. Minor areas for improvement have been agreed with the school and the school meals provider. Aspects of good practice were identified in relation to food and health promotion in the school.
- Teachers provide effective targeted interventions for children who require additional support in literacy and numeracy. This approach is currently focused on staff working with individuals and small groups predominantly outside the classroom. The headteacher has identified the need to review this approach. In consultation with staff and children, she should explore ways to meet individual needs better within the classroom. This could help enhance children's experience of inclusion and equality and help teachers to meet better the needs of all children.
- All children are included in the life of the school. Children develop their understanding of equality and diversity through the school's health and wellbeing and religious and moral education programmes. All children have opportunities to learn about Christianity and other world religions. They enjoy regular visits from local religious partners and assemblies led by members of the community who share insights about their own religious festivals and beliefs. This helps them develop their understanding and appreciation of different religious and cultural events. Children are developing an understanding of global goals and how these link to

inclusion and equality. Staff should continue to extend children's understanding of protected characteristics and equality.

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, attainment in literacy and numeracy is satisfactory. Most children achieve expected levels in listening and talking and numeracy. The majority of children achieve expected levels in reading and writing. A few children are working above expected levels in reading, writing and numeracy. A few are capable of achieving more and would benefit from being challenged further in their learning.
- The majority of children with additional support needs are making satisfactory progress relative to their individual needs.

Attainment in literacy and English

- Overall, most children make satisfactory progress from their prior levels of attainment in literacy and English.

Listening and talking

- At early level, the majority of children listen and respond to others appropriately. They attempt to take turns and use appropriate body language. For example, eye contact. At first level, most children contribute at the appropriate time and respond to others in a respectful way. They answer questions to show understanding. They are less confident about asking questions of the main ideas in spoken texts. At second level, most children interact respectfully with each other and build on ideas of their peers. They ask and respond to a range of questions including literal, inferential and evaluative questions, to demonstrate understanding of spoken texts. Across the school, children need to present regularly for a range of purposes and to larger groups and audiences.

Reading

- The majority of children at early level use knowledge of sounds to read simple words and sentences. They explain why they like different texts and share likes and dislikes. They are less confident reading blends made by a combination of letters. At first level, the majority of children read with increasing fluency, expression and understanding. They explain why they like a book, author or genre and understand the differences between fiction and non-fiction. Children answer literal and evaluative questions about texts. They need to engage further with a range of inferential questions. At second level, most children read aloud with fluency and expression. They distinguish between fact and opinion with appropriate explanation and recognise some techniques to influence the reader. For example, emotive language. They would benefit from more opportunities to comment on the features of text specific to genre and the writer's use of language.

Writing

- At early level, most children use a pencil with increasing control and confidence. They leave a space between words when writing and write from left to right. They should continue to write more regularly, through play and planned learning, to increase their independence in writing. At first level, the majority of children use knowledge of phonics and spelling strategies when spelling familiar and unfamiliar words. They write independently with increasingly accurate use of punctuation. Children should continue to develop use of descriptive vocabulary to engage the reader. At second level, the majority of children apply techniques to engage the reader, such as the use of vocabulary, varied punctuation and figurative language. They enjoy regular personal writing and the use of 'Author's Chair' to share writing with peers. They need to develop their skills in writing extended pieces of writing for a wider variety of purposes. Across the school, there is a need to improve the quality and consistency of the presentation of written work.

Attainment in Numeracy and mathematics

- Overall, the majority of children are making satisfactory progress in numeracy and mathematics.

Number, money and measure

- At early level, the majority of children confidently recall number sequences within the range of 0-20. They recognise numbers to 20. Children would benefit from further work in addition. At first level, most children confidently write numbers to 1000. They add, subtract and confidently round to the nearest 10 and 100. At second level, the majority of children have a firm understanding of addition and subtraction and use negative numbers accurately. Children apply multiplication and division strategies in games. They need to improve their mental agility particularly in times tables recall. Children at both first and second level need to develop their skills in solving word problems especially related to money and change.

Shape, position and movement

- At early level, the majority of children recognise two-dimensional (2D) shape and identify some features of them. At first level, most children confidently identify the features of three-dimensional (3D) objects, describing their properties well. Children use accurately the compass points to describe direction. At second level, the majority of children identify the net of a shape and classify acute and obtuse angles correctly. Across the school, children should use technology to reinforce and apply their learning in shape, position and movement.

Information handling

- At early level, the majority of children categorise and sort a variety of objects. They count and answer questions about data collection in pictograms. Most children at the first level, identify and discuss features of bar graphs. They know that a graph has two axis with labels and a key. At second level, the majority of children talk confidently about the properties of line graphs. Across the school children would benefit from more practical information handling tasks using digital technology to create graphs and charts.

Attainment over time

- Prior to the headteacher's appointment, approaches to gather attainment data were not sufficiently reliable. As a result, the school does not have accurate data for attainment over time. The headteacher recently introduced effective processes to assess and monitor children's progress in literacy and numeracy. These approaches have supported teachers to become more confident and accurate when making professional judgements about children's attainment and progress. All staff should continue to work together to develop further confidence in making robust judgements about children's progress and attainment.

- The headteacher monitors the attendance and late coming of children across the school on a monthly basis. She knows the children and families well and works closely with them to support improved attendance and timekeeping when necessary. This includes regular meetings, phone calls and home visits. Attendance has declined over the past five years from 95% in June 2019 to 91.4% in June 2024. It is currently in line with the national average. The headteacher has identified that a number of absences are unauthorised due to parental holidays during term time. She should now take steps to inform parents about the potential impact of low attendance on learning and continue to take prompt action to address any concerns identified. No children are currently on a part-time timetable.

Overall quality of learners' achievements

- Senior pupils have a few leadership opportunities that support the life and the work of the school. These include buddying, play leaders in the playground, creating a 'Recipe for Successful Learning' and responsibility for school displays. They talk positively about these experiences and the skills they are developing as a result of their leadership roles. For example, pupils identified that they were developing their responsibility, patience and communication skills through their roles as play leaders.
- Staff celebrate children's achievements well through school assemblies, wall displays and through the presentation of values awards. Families are encouraged to share out-of-school achievements through the use of recently introduced snapshot jotters. All children are involved in groups to support wider achievement through pupil voice groups and 'Golden Skill' activities. Staff are beginning to track participation in activities both in and out of school. They should now use this information to identify pupils who are at risk of missing out from additional opportunities. This could support staff to ensure that barriers to participation are overcome. As planned, staff now need to re-establishing lunchtime and after-school clubs to extend achievement opportunities further.

Equity for all learners

- The headteacher and staff know children very well. They have a strong understanding of the socio-economic background of children and their families, and the impact of barriers to learning that they may face. For example, the headteacher recently organised sessions, with the support of a local charity and the EAL service, for families from the Syrian New Scots community. Representatives from all Syrian families in the school attended the event. This strengthened relationships further and provided families with useful information about the education system and their rights.
- Staff consider carefully the cost of activities to reduce financial pressure on families. The school supports families experiencing poverty and hardship with referrals to food banks and community organisations that provide clothing and celebratory gifts. The headteacher and pupil leaders recently worked together to plan a school event with a focus on reducing the cost of the school day. As a result, they planned a 'Book Day Breakfast' for the whole school with no cost to families. The Parent Council supports families with reducing the cost of the school day by subsidising school trips. This enables all children to be included and ensures that no child will miss out on any experiences due to financial constraints.
- The headteacher uses PEF for additional staffing. This staffing is used to provide interventions in literacy and health and wellbeing. This is supporting children to increase their emotional regulation, level of engagement in learning and access to their classroom environment. The headteacher recognises the need to use data more effectively to identify the poverty-related attainment gap. This should help staff to measure the impact of interventions to accelerate progress for identified children, including those facing financial hardship.

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.