

# Summarised inspection findings

**Parsons Green Primary School**

The City of Edinburgh Council

19 March 2024

## Key contextual information

Parsons Green Primary School is a non-denominational school situated in the Willowbrae community in the northeast of Edinburgh. The senior leadership team comprises of a headteacher, deputy headteacher and a principal teacher. The headteacher has been in post since May 2015 and the deputy headteacher since October 2013. At the time of inspection, there were 272 children across 11 classes. A majority of children (63%) live in Scottish Index of Multiple Deprivation deciles 8-10. A minority of children (29%) live in deciles 4-7 and a few children (9%) live in deciles 1-3. Eight percent of children are in receipt of free school meals. Twelve and a half percent of children are registered as having English as an additional language. During recent sessions there have been no exclusions. School attendance is 94.1%.

### 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

- All staff at Parsons Green Primary provide a positive, welcoming and inclusive environment for the children in their school. Staff have effectively created a strong #teamPG community using their school motto, 'dream, believe, achieve'. In 2018, children, parents and staff collaborated to create the school's vision, values and aims which are underpinned by a sound understanding of children's rights. The 'Knights of the Rights' leadership group work proactively across the school to ensure children's rights are underpinning school values and school improvement activity. All staff make regular reference to the agreed values of fairness, honesty, respect, kindness and responsibility during daily interactions and at weekly assemblies. At times, children can be confused by the variety of messages and differing vocabulary staff share. Senior leaders should now work with all stakeholders to review and streamline their core messages.
- Senior leaders provide highly effective leadership, underpinned by high expectations and an aspirational vision. They deliver clear strategic direction with a central focus on the wellbeing of all within their community. They are approachable and supportive and have been highly successful in establishing trusting and respectful relationships with all stakeholders. All staff enthusiastically share a collective responsibility for continuous improvement to improve outcomes for children and families. Almost all parents say that their child enjoys being at school and that staff know their child as an individual. Almost all parents feel their child is treated fairly and with respect and are comfortable approaching the school if they have concerns.
- All staff are highly reflective practitioners. Senior leaders protect time for professional dialogue and self-evaluation. All staff support accurately the identification of priorities for improvement through effective, evidence-based self-evaluation. Senior leaders and all staff evaluate the progress of improvement priorities closely at specific points in the session. Senior leaders need to detail the starting point of all improvement priorities and have clear measures to evaluate the progress of actions planned.

- Senior leaders communicate highly effectively with all stakeholders. This is a key strength of the school. The headteacher seeks the views of parents about the work of the school proactively through regular discussions and surveys. For example, gathering reflections on developments in literacy and the school's travel plan. This has helped shape planning for school improvement from a parents' point of view. Senior leaders ensure they inform parents of progress towards making identified changes. They do this effectively through weekly headteacher newsletters and summaries of their plans for improvement. Partners play an active role in evaluating the work of the school and shaping future plans.
- Senior leaders check the quality of the school's work very effectively. They are guided by a detailed calendar which shows clearly the different activities they carry out across the school year. Senior leaders use the findings of all activity well to inform staff of collective progress and to manage the pace of change carefully.
- All staff are highly committed to professional learning. The headteacher provides staff with carefully planned professional learning which supports improvements well. There are clear connections between self-evaluation, improvement planning and professional learning. For example, staff have benefitted from training around nurture, trauma informed practice and opportunities for professional enquiry. Senior leaders ensure that professional learning aligns with school priorities. They also ensure that staff are able to develop areas of practice linked to their own interests. For example, staff have made improvements in play pedagogy in the early years and made further developments in children's digital skills. Professional learning around the effective use of data has improved planning for learning and teaching. Teachers are keen to learn from each other and undertake peer visits regularly. They support and challenge one another to refine and improve practice. Their personal and professional development is supported well by the annual review process. School support assistants value the wide variety of professional learning opportunities senior leaders provide them. Using this learning, they undertake lead roles confidently across the school such as supporting children's social skills and understanding of grief and loss.
- The quality of leadership across the teaching staff is a strength of the school. Senior leaders inspire and motivate staff to lead a variety of aspects of school improvement. Staff feel trusted, valued and cared for due to the supportive and nurturing relationships they experience. Senior leaders encourage staff to use their initiative and try out new ideas. For example, a few classes trialled a new approach to supporting children's wellbeing. As a result of their success, all classes now adopt this approach.
- Staff support children very well to contribute meaningfully to school life through a variety of leadership roles. For example, staff lead children of all ages through One World groups, Parsy Reps and Junior Road Safety Officers. This illustrates staff's commitment to prioritising children's involvement in key developments. Children talk enthusiastically about their roles seeing these as one of the best things about school. Through these roles children are developing many skills for learning, life and work such as responsibility and teamwork. Children capture skills regularly in their learning logs. Senior leaders demonstrate how children's views and decisions impact positively on the work of the school, through assemblies and newsletters. Children take part regularly in Pupil Parliaments where they discuss and debate issues important to them.
- All staff have a solid understanding of the school's social, economic, and cultural context. The headteacher has an effective strategic plan for the Pupil Equity Fund (PEF) to target support for individuals and groups of learners. Through well-judged decisions about the use of PEF, the school is successfully narrowing the poverty-related attainment gap. Senior leaders should now ensure they consult with parents and children on how PEF is allocated.

## 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

- All staff work together effectively to create a safe, calm and respectful learning environment. All staff contribute enthusiastically to the positive ethos and strong relationships that exist. All children are supported to develop the agreed behaviours of 'ready, respectful and safe'. Children are proud of their school and keen to share and celebrate their learning. Most children feel that school helps them to understand and respect each other. Most children say that they are encouraged to do the best they can.
- Across all classes, most children respond well to the clear routines and expectations set out by staff. This is supported by well-managed, calm transitions which help children to learn independently. Support staff work effectively with children with additional needs within the classroom to help them engage well in learning. As a result of approaches taken by staff, most children are motivated and engage well in their learning. This is particularly evident when learning is linked to relevant contexts children have chosen.
- Across all stages, teachers give children opportunities to work individually, in pairs and in small groups. They are developing their teamworking skills well, as a result. Children enjoy opportunities to talk about learning. For example, younger children lead plenary sessions and older children work with teachers to plan future learning. Individual learning logs support children to evaluate their own learning. Staff should now provide opportunities for children to set clear learning targets.
- In all lessons, teachers effectively explain the purpose of learning. Most teachers use plenary sessions well to revisit the purpose of the lesson, reinforce key learning points and evaluate understanding. Most teachers provide a range of motivating and engaging learning experiences. Teachers encourage children to recognise and evaluate the skills they are developing across a range of learning activities. Children have worked with staff to produce a helpful visual aid describing 'What Learning Looks Like at Parsons Green'. Senior leaders should continue to develop this work further and share good practice more widely. This will lead to a greater consistency across classes of high-quality learning and teaching.
- In most lessons, teachers use digital equipment to support their teaching and to consolidate children's learning. A majority of children are developing their digital skills well. They use search engines confidently and matrix barcodes to support research tasks. A minority of teachers use digital technologies creatively across the curriculum to enhance children's learning. For example, teachers provide opportunities for children to create surveys and summaries of texts. Older children use software applications on their 1-1 devices highly effectively. They use digital technology very well to draft, edit and redraft pieces of writing. As planned, senior leaders should continue to develop and implement the school's digital literacy strategy to improve further children's digital literacy.

- A majority of teachers use questioning effectively to engage children in their learning. They use a range of questions to check children's understanding, extend their thinking and develop curiosity. In a few lessons, learning is too directed by the teacher. Teachers should continue to share good practice to ensure all children are being sufficiently challenged in their learning across all areas of the curriculum.
- Early years staff are developing their approaches to play very well. They create play spaces that support independent, play-based experiences and encourage children's creativity. Teachers have adapted their approaches to assessing learning through play recently which is helping them support and extend individual children's learning successfully. New approaches to planning support them to be more responsive to children's interests and provide a better balance of adult-led and child-initiated experiences. As planned, teachers should continue to review the learning spaces. This review should ensure that children are using a wide range of resources and spaces to build on their skills and knowledge progressively.
- In most lessons, teachers use a range of formative assessment strategies to progress children's learning. In almost all lessons, teachers provide pupils with verbal feedback sharing children's success and their next steps in learning. In a few classes, teachers provide appropriate written feedback. Teachers should ensure all feedback clearly identifies what children need to do to further improve their learning and how to make these improvements.
- All teachers engage in regular moderation activities with colleagues in school and across their learning community. Recent moderation has been focused on writing. As a result of all moderation activity to date, teachers have a clearer understanding of national Benchmarks. In addition, their increased confidence has led to them making more accurate professional judgements on children's progress within a level. As planned, teachers should continue to develop their moderation practices further and consider other areas of the curriculum.
- All teachers have a positive approach to working together and a shared responsibility to raise attainment. They plan effectively together using agreed progression frameworks across stages and levels. All teachers ensure children are involved in planning their learning across the school. Children would benefit from more regular opportunities to consolidate their learning by applying what they know in new and unfamiliar contexts. This will ensure that children build effectively on their prior learning. Staff use the school grounds and surrounding areas well to support outdoor learning. Teachers should now continue as planned to develop a more robust, progressive plan for outdoor learning.
- Senior leaders have created a helpful assessment framework to gather a wide range of assessment evidence about children's progress across the school year. This includes standardised, formative and summative assessments. Teachers gather all assessment information on class 'Data Dashboards' before attending discussions about attainment with senior leaders three times a year. Senior leaders and teachers use this information well to monitor and track children's progress and attainment in literacy, numeracy and health and wellbeing. During these meetings, senior leaders and staff identify strategies, interventions and resources to support groups and individuals. Teachers should now record more accurate timescales across the year to record when children achieve a level.
- Senior leaders use data highly effectively to track the progress of different groups of children over time. This includes children affected by poverty or who have English as an additional language. Support for learning staff effectively monitor the progress of children with additional support needs. Teachers use assessment data to support transitions well within the school and across establishments. Staff should now ensure they track children's progress across all curricular areas.

## 2.2 Curriculum: Learning pathways

- Most teachers support children to make good progress and build on prior learning. Teachers use learning progression pathways from a range of sources well to plan inclusive and relevant programmes of study for children across all curriculum areas. They plan using experiences and outcomes and use national Benchmarks well to support their professional judgements and understanding of the progress children make.
- Most teachers plan for children to develop their skills in literacy, numeracy and health and wellbeing across a range of other learning activities. This is helping children demonstrate, use and develop their literacy, numeracy and health and wellbeing skills across other areas of the curriculum. For example, children use their literacy skills and digital skills to find information online and then share their findings with other children verbally or through writing.
- Senior leaders and teachers have taken initial positive steps to developing an equalities progression framework. In doing so, they refreshed the themes children learn about across each stage of the school. This is helping children deepen progressively their understanding of equality. Senior leaders and teachers sourced a range of texts to increase motivation for children to learn about different people or groups who have influenced or improved equality around the world. Teachers use these texts well to avoid duplicating learning as children move through stages at school. For children in the early stages, teachers link their learning about equalities to familiar life experiences or contexts appropriately.
- Senior leaders and teachers should continue to develop learning for sustainability, in line with school priorities. Teachers engage very well with partners to provide short to mid-term projects within and beyond the school grounds. Children benefit from engaging in these projects and enjoy opportunities to contribute meaningfully to the community. Teachers plan at least one outdoor learning experience each week for their class. This is helping children develop and explore their curriculum learning further. Teachers should ensure children have opportunities to apply learning regularly and progressively across all curricular areas and when learning outdoors.
- Teachers provide children with high-quality physical education (PE) learning experiences. They plan using a progression framework sourced from out with the local authority. This is developing teachers' confidence in delivering activities that increase in difficulty and in more complex situations. Teachers should continue to ensure that all children receive the minimal national recommendation of two hours of PE each week. A minority of PE activities are not of sufficient length due to time taken for children to transition to PE. For a few PE activities, children's time engaged in PE is reduced by whole school activities.

## 2.7 Partnerships: Impact on learners – parental engagement

- Children across the school benefit from very effective partnership working with parents which enhances their learning experiences across the curriculum. The very active Parent Council leads effectively improvements linked to learning for sustainability, equity, school grounds and managing the school library. The Parent Council works very hard to represent the school community through ensuring that there is a representative at all stages of the school. In addition, parents support school improvement actively. They fundraise extensively to provide a range of resources, including, for example, digital devices and resources to support play.
- Staff seek parental views regularly and use these to support further improvement. As a result, parental engagement with the school is very high. Parents welcome the regular, high-quality information they receive about the work of the school. Parents of children who receive additional support with their learning, are well supported to help support children's learning at home. As planned, staff should continue to ensure all parents have timely access to information about their child's learning and development. Parents would welcome increased opportunities to engage in their children's learning, building on the success of events such as 'Bring your grown-ups to school night'.

## 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

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

- Senior leaders and staff ensure children's wellbeing is prioritised across the school. Children use tools to record how they feel about their own wellbeing regularly. This is helping children to learn about and how to use wellbeing indicators effectively. They are supported well by staff to take time to reflect on the progress they make. For example, staff provide timely support by discussing with children any wellbeing worries or concerns they identify. This approach ensures that most children improve their understanding of their wellbeing and plan positive ways to improve this.
- Children contribute effectively to a range of whole school and class initiatives that focus on wellbeing, children's rights and positive relationships. Children's contributions to initiatives impact meaningfully and help other children in school feel valued and respected. For example, children are proud of their work leading to national awards for their approaches to respecting children's rights. Children work with staff and community partners to improve natural areas within the local community. Examples of community areas children have helped develop include an edible garden and a wildflower meadow. Children understand appropriately the importance and purpose of developing natural areas and how these can improve mental health and wellbeing for all.
- Senior leaders and staff have developed effective approaches that are helping most children build important skills or strategies to improve their wellbeing. For example, most children are developing well their understanding of how to improve their mental health. Older children lead 'Parsy Pals' where they work with younger children to help them at less structured times during the week. Teachers support all children to learn important skills that help them cope with challenges.
- Led very well by senior leaders, staff across the school understand their responsibilities to comply with statutory requirements and codes of practice. This includes ensuring children with protected characteristics are not discriminated against. Senior leaders and teachers meet regularly to share appropriate assessment information and other information. They use this information well to ensure children receive the right support when they require it. Teachers engage with parents at the right time to discuss any adaptations required to the environment or curriculum. This is supporting children to make progress in school. Senior leaders work very well with other relevant agencies to coordinate support. They identify appropriately children who should be considered for a coordinated support plan.
- Senior leaders and teachers follow most local authority processes for staged intervention very well. However, senior leaders should continue to ensure that all children who require additional support have individual or group programmes as appropriate. Senior leaders should develop chronologies further. They should include consistently all outcomes and impacts of significant events on the child.

- Senior leaders have a highly-detailed knowledge of all children's contexts and understand the role in improving the wellbeing of all children. As a result, almost all children are included, engaged and involved in school life. Almost all children know senior leaders and staff care for them and are available to help them whenever required. This is helping children access and learn in a school environment with high levels of dignity and respect.
- Senior leaders track and monitor children's attendance frequently each term. This ensures that they have an up-to-date understanding of children who may require support to increase their attendance at school. Senior leaders have adopted helpful approaches that support almost all children sustain or return to high levels of attendance across the school year. As a result, average attendance across the school is in line consistently with national averages. A few children and their families require support beyond that which the school can provide. Senior leaders work with relevant partners to consider additional approaches. For a few children, the support is not improving their attendance sufficiently. For these children there is a need for senior leaders to work with partners to record and show impact of approaches used. They should then consider overall assessment information to clearly plan next steps to improve attendance. The school has no recorded exclusions.
- All children experience opportunities to engage in religious observance, appropriate to the school community. Senior leaders work effectively to engage religious and secular members from across the community to support children's understanding of faith and diversity. This includes an annual 'inter-faith' roadshow. Overall, children talk very positively about the 'inter-faith' roadshow and describe how this helps their understanding and respect for their own and others' faiths. Across the school, all children experience learning activities that are respectful of their faiths. Senior leaders work well with families to discuss sensitive curriculum activities. These discussions allow for informed decisions to be made about whether the parent feels their child should remain or withdraw from the activity.
- Senior leaders and staff develop effective approaches to ensure almost all children facing challenges receive support to progress in learning. For example, staff consider carefully children who provide support and care to others, children who are care experienced and those with other additional support needs. They meet and regularly discuss the successes, attainment and achievement of these children as individuals. They make appropriate adaptations to ensure any barriers to learning are minimised.

## 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. Almost all children at early level achieve expected levels in reading, listening and talking and numeracy and most in writing. At second level, most children achieve expected levels in all aspects of literacy and numeracy. A majority of children at first level achieve expected levels in both literacy and numeracy. There are a few children across the school who exceed national expectations and a minority who 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 reading, writing, listening and talking.

### Listening and talking

- Across the school, children are articulate and speak with confidence to adults and their peers. Almost all children working at early level listen, respond appropriately and share their ideas well, particularly in play. Most children working at first level take turns and listen to others respectfully during group discussions. A few children working at early and first level could be more attentive when listening during teaching time to the teacher and their peers. Most children working at second level share their ideas and opinions well by asking and answering a range of questions. They talk confidently, using appropriate eye contact and recognise the importance of tone and expression when delivering presentations. A few children working at first and second level are less confident building on the contributions of others.

### Reading

- Children across the school enjoy reading and use the well-stocked school library regularly to borrow books to read at home. Almost all children working at early level use their knowledge of sounds and letters successfully to read common words. They are less confident discussing how to find information in a text. At first level, most children talk confidently about their favourite authors and genres and explain their choices. A majority of children read with expression and ask and answer questions about texts. They need to develop a range of strategies to read unknown words confidently. Most children working at second level read fluently and with understanding. For example, they identify how an author uses punctuation to build suspense. They respond accurately to a range of questions about texts and identify and comment on techniques authors use to engage or persuade the reader. A few children are less confident gathering and using information from a range of sources.

## Writing

- Most children working at early level use capital letters and full stops effectively in simple sentences. They form most lowercase letters legibly and leave a space between words. Children now need to write more independently and more regularly for a range of purposes. At first level a majority of children write independently using interesting vocabulary to engage the reader. The majority of children working at second level use paragraphs to help structure reports. They use a range of punctuation, sentence length and language appropriate to the context. For example, they use rhetorical questions and emotive language well to persuade the reader. Across the school, children need to write regularly more extended pieces of writing for a wider range of purposes. Overall, there is scope to improve the quality of handwriting and presentation.

## Numeracy and mathematics

- Overall, across the school children make good progress in numeracy and mathematics. A few children at first level could be supported to accelerate their learning and make more progress.

## Number, money and measure

- At early level, children add simple whole numbers accurately. They use their knowledge of number stories to solve addition problems. They are not yet confident solving subtraction problems. At first level, the majority of children apply their knowledge of the four basic operations to answer problems accurately. Most children order fractions by size correctly, however, most need more experience of simplifying fractions. They correctly describe differences between analogue and digital clocks. A majority of children need to revisit how to read time, particularly when using analogue clocks. Most children at second level simplify and express fractions confidently. They understand how to round decimals and whole numbers. They need more experience of solving problems where one value is represented by a letter or symbol.

## Shape, position and movement

- At early level, most children use shapes to create patterns effectively. They use the language of direction and position accurately. At first and second level, most children describe and correctly identify properties of familiar two-dimensional shapes and three-dimensional objects (3D). At first level, a majority of children identify different types of angles accurately. At second level, most children explain confidently the properties of different angles and ways to measure these accurately. Most children at first and second level need to develop their understanding of vertices, particularly in 3D objects.

## Information handling

- At early level, almost all children sort items effectively, for example using colour or size. At first level, most children gather data or information using tally marks. They now need to expand their approaches to gathering and presenting data, for example, using graphs, charts or tables. At second level, most children have an appropriate awareness and knowledge of probability. They understand how to present data or information using graphs and charts. They use digital technology effectively to help them to clearly display data and information.

## Attainment over time

- Over the last three years, attainment has remained steady in numeracy with a slight dip in literacy compared to pre-pandemic attainment. Working together, all staff identify effectively where there are gaps in children's learning. They identify any potential barriers and implement a range of interventions to support children's progress. As a result, most children are making good progress in their learning over time.
- Staff support children well to improve their progress and attainment over time. 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. Teachers' involvement in learning community moderation has increased their understanding of national standards. As a result, they have improved the accuracy of their judgements about progress and attainment. This is leading to more targeted interventions focused on addressing gaps in learning and overcoming barriers.

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

- Staff share proudly children's achievements within and out with school in a variety of ways. For example, achievements are recorded in learning logs, celebrated in school assemblies, displayed around the school and shared in weekly newsletters. Staff give all children further achievement opportunities through a wide range of leadership roles. For example, children lead developments in equalities, the environment and in wellbeing. The 'Parsy Pals' support younger children in the playground and the 'Parsy Reps' take forward pupil improvements in the school. Children are building their confidence and sense of responsibility well as a result of all such experiences. As planned, staff now need to improve their approaches to tracking children's achievements.
- Children contribute effectively to the life of the school and wider community supported by a range of well-established partnerships. For example, children develop their skills for learning, life and work through intergenerational projects such as Jock Tamson's Gairden and horticulture projects. Individual children would benefit from seeking accreditation to add value to their learnership roles.

### **Equity for all learners**

- All staff know and understand the socio-economic challenges faced by individual children and their families and work sensitively to provide support. Senior leaders are proactive in directing parents to support services through the website and regular newsletters. Staff work in partnership with the Parent Council to reduce the cost of the school day, for example, through pre-loved uniform and subsidising the cost of school trips and events. These approaches ensure that no child misses out on educational experiences.
- Children who require additional support with their learning are supported very well by staff and partners to make progress in line with their individual targets. Staff develop effective partnerships with, for example, educational psychology, to reduce barriers children experience in their learning. Senior leaders use PEF to support identified children to improve their attendance, emotional wellbeing and attainment in writing. Over time, attainment data demonstrates that staff have made progress in reducing the poverty related attainment gap, particularly in numeracy. Moving forward, staff should continue to refine the plans for spending PEF to include clearer timescales, measures and intended impact.

## Practice worth sharing more widely

### Leadership at all levels

There is a strong sense of responsibility of all as demonstrated by the proactive culture of leadership of staff, children and parents. Leadership activity is enriching and improving outcomes for children. Leaders at all levels have a strong sense of ownership and pride in the work that leadership opportunities afford them. This collective approach of leadership at all levels is increasing the pace of change across the school.

- All children exercise choice in their area of leadership. Supported by staff, they successfully lead a variety of areas of school improvement such as wellbeing, road safety, understanding of equality. They reflect and evaluate school practices in key areas identified and seek ways to make further improvements. As a result, they are effectively contributing to improvements in children's knowledge and experiences as they develop skills in leadership, responsibility and accountability.
- All staff undergo professional review and development where they highlight areas of interest they would like to develop and lead on. Senior leaders facilitate a culture of trust to allow staff to explore their professional learning and undertake professional enquiry across many aspects of school improvement. Examples include leading aspects of wellbeing, children's rights, learning for sustainability and play pedagogy. Individual learning and success is shared across the staff. As a result, many projects are being rolled out across the school such as, approaches to wellbeing.
- Parents are encouraged to evaluate school improvement work through regular surveys and reflections. In addition, some parents are leading developments in equity, outdoor learning and sharing information on additional support needs such as neurodiversity.

### Whole school approaches to wellbeing and inclusion

Senior leaders work effectively to ensure there is a whole school approach to improving wellbeing for children. The range of approaches, including programmes of learning, pupil leadership groups, and regular discussion about mental health and wellbeing. These approaches are impacting positively on children who are developing progressively their understanding of their own wellbeing. This is leading to children accessing a highly inclusive school environment that takes very good account of their talents.

- All children learn about their wellbeing regularly across the school year through a range of relevant learning opportunities. For example, children learn about wellbeing in class, during whole school activities and through pupil leadership opportunities. Teachers work effectively with children to develop their understanding of positive mental health. Additionally, children complete wellbeing questionnaires to share how they feel about their wellbeing. Teachers use the responses from the questionnaires to have individual conversations with children and agree ways to help children improve their wellbeing.
- Senior leaders have robust approaches for identifying and supporting children with additional support needs. This includes senior leaders and teacher meeting regularly to discuss children's progress. In these meetings, they identify early where differentiation of learning or adaptation to curriculum programmes may benefit the child. As a result of early identification, children receive the right support at the right time. Teachers plan to maximise children's opportunities to learn in class before using individual or group support out with

class appropriately. This is leading to a highly inclusive school culture where children are included very well and access all learning opportunities.

## 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.