

Summarised inspection findings

Allan's Primary School

Stirling Council

2 September 2025

Key contextual information

Allan's Primary School is a non-denominational school situated in central Stirling. There are 164 children across seven classes. The senior leadership team consists of the headteacher, depute headteacher and two principal teachers. The headteacher and depute headteacher have been in post since 2017. Across the school, 37% of children live in Scottish Index of Multiple Deprivation deciles one to four and 62% live in deciles five to ten. Across the school, 23% of children have English as an additional language and 52% of children require additional support with their learning. The number of children in receipt of free meals is 13%.

1.3 Leadership of change

excellent

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 provides inspirational, values-based, strategic leadership to the school. She leads and manages the pace of change exceptionally well. She is very ably supported by the extended leadership team. Together they have created highly effectively a proactive and solution-focused approach to school improvement involving all staff, children, partners and families. The headteacher leads by example where she sets high standards and expectations of all staff and children. Senior leaders work in partnership very well with staff, children and families to lead change effectively across the school. The headteacher ensures change is well-paced and sustainable. As a result, she has created highly successfully a school community that embraces change to secure positive outcomes for children.
- Senior leaders have worked highly effectively with all stakeholders to create an ethos that supports well their creative and ambitious approach to school improvement. This ethos permeates all aspects of life at the school and is firmly based on mutually respectful and trusting relationships. The school's vision of 'together, we learn for life' is understood fully by all children, staff and parents. Children articulate clearly the embedded school values of respect, courage, integrity, endeavour and love which underpin the life and work of the school. Children demonstrate the values exceptionally well and talk confidently about how these are encouraged and celebrated across the school. In addition, staff refer regularly to the skills for learning, life and work, known as the 5Cs. Children refer daily to the 5Cs: creativity, communication, collaboration, critical thinking and curiosity and link these highly effectively to all activities in school.
- Senior leaders updated the school's aims recently through robust collaborative activities involving the school community fully. All stakeholders benefit from a shared understanding of these aims which identify explicitly the key drivers for the school's work. The school's firmly established vision, values and aims are underpinned fully by their thorough commitment to promoting and securing children's rights. Children have a well-developed understanding of their rights and articulate confidently how their rights are promoted regularly. The school community are proud of the gold award they have achieved which recognises their skilled work to develop and embed children's rights in daily practice.

- Senior leaders ensure stakeholders are central to supporting improvement across the school. The views and opinions of children, staff, partners and families are included fully to identify and drive forward improvements and to monitor rigorously the impact of improvement work. Parents, children and staff have the utmost respect and belief in senior leaders due to the kind, insightful and supportive approach they demonstrate. Senior leaders use a wide range of data and high-quality self-evaluation activity skilfully to determine strengths and improvement priorities.
- Senior leaders have created a helpful annual calendar which identifies well the activities which will be undertaken across the school year to monitor and evaluate progress. Through this activity, senior leaders provide clarity as to the strengths across the school and next steps for teachers. Evaluation evidence identifies clearly the positive outcomes of school improvement work to date. For example, staff provide high quality learning and teaching and have improved outcomes for children's wellbeing and attainment. Senior leaders foster an approach which allows improvement plans to be altered and adapted if needed, to maximise the impact on outcomes for children. Senior leaders share their highly successful approaches to school improvement regularly through a variety of forums locally, nationally and internationally. In addition, they welcome visitors regularly to the school to learn from their work. This is supporting well, system wide improvement across other establishments locally, nationally and internationally.
- Leadership at all levels is a key strength of the school. Almost all staff undertake enthusiastically a variety of roles to develop areas such as outdoor learning, sustainability, play pedagogy and trauma informed practice. In addition, they facilitate highly effectively, children's leadership groups to support improvements. As a result, children's knowledge of sustainability, equity and quality learning and teaching are developing very well. All staff undertake professional review opportunities where they identify personal targets that reflect well their own development needs and those relating to school improvement priorities. Senior leaders ensure teachers have access to quality professional learning to support school improvement such as dyslexia and moderation activity. All staff embrace fully opportunities to improve their practice and outcomes for children. For example, recent learning around trauma and neurodiversity has resulted in changes to language used and approaches to relationships. As a result, children's wellbeing needs are met effectively. Senior leaders encourage staff to share their development work with colleagues in school as well as at both local and national events. For example, staff share their improvements in areas such as play pedagogy, outdoor learning and their approaches to curriculum delivery.
- All staff prioritise and promote highly effectively pupil voice and participation in leading change across the school. Children have an abundance of opportunities to share their opinions and make choices which contribute to school improvement. All children take part in improvement groups focusing on sustainability goals across the school. In addition, children are involved in a variety of other groups such as the playground committee, Respect Me committee and reading leaders. Staff should proceed as planned, to work with children to create action plans to support further the work of these groups. All children in P7 are members of a pupil parliament. They act as 'ministers' to promote pupil voice and lead key aspects of improvement such as equality, inclusion, sport and health. A team of P6 and P7 children, known as 'young leaders of learning', support senior leaders highly effectively in reviewing the quality of children's experiences across the school. They sample evidence of learning and provide feedback to teachers about strengths and areas for improvement. As a result, children contribute proactively to improvement and share this confidently at local and national levels. Children welcome and share their approach proudly with visitors to the school who are keen to learn about their practices. Children lead clubs and activities confidently for their peers to provide

achievement opportunities through groups such as a chess club and fitness clubs. As a result, children are developing well their initiative and skills in communication and teamwork.

- Senior leaders and staff have a thorough understanding of the school's social, economic and cultural context. Senior leaders use data highly effectively to create strategic plans for Pupil Equity Funding (PEF). This is used very well to target support for individuals and groups of children affected by barriers to their learning. Senior leaders ensure the use of PEF is prioritised effectively. This is used to provide additional staff to lead a breakfast club, a walking bus as well as providing additional resources for outdoor learning and numeracy. The headteacher liaises well with parents and families to discuss the best use of PEF and evaluate the impact of this funding on outcomes for children.

2.3 Learning, teaching and assessment

very 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

- Senior leaders and staff have created successfully a welcoming, nurturing and inclusive ethos which is underpinned by children's rights and school values. All staff share clearly with children their high expectations of behaviour. Staff have a thorough understanding of, and implement very well, the agreed whole school approaches to ensuring a calm and purposeful learning environment for all children. Teachers support children very well to create and agree class charters which are linked effectively to school values and children's rights. As a result, almost all children behave very well and are highly motivated to learn.
- Staff ensure that almost all children experience highly positive and supportive relationships with them and their peers. Children listen attentively and contribute confidently to class and group discussions. Almost all children articulate confidently the skills they are developing through their learning, known as the 5Cs. Teachers plan interesting opportunities for children to make choices in their learning regularly. As a result, almost all children show independence and initiative when choosing resources and activities that will support them.
- In almost all lessons, teachers make use of digital tools and resources effectively to consolidate and support children's learning. Almost all children use tablets, laptops and digital tools with skill and confidence. Children access, record and share aspects of their learning independently using applications, online platforms and websites. Teachers use digital technology very well to remove barriers to learning for children who require additional support with their learning.
- Teachers have worked well together to agree the key features of a high-quality lesson. They implement this agreed guidance highly effectively across the school which is ensuring children experience consistently high-quality learning and teaching across the curriculum. In almost all lessons, teachers plan a range of stimulating learning activities. Teachers ensure that almost all lessons are set at the correct level of difficulty for children and are very well matched to children's needs. Teachers provide well timed support and interventions to scaffold children's learning. They make strong links regularly across different curriculum areas and use a range of highly effective learning approaches to actively involve children. As a result, almost all children are very motivated in their learning through the wide range of experiences provided by staff and partners. These experiences ensure learning is relevant and enjoyable for all children.
- All teachers provide clear instructions and helpful explanations. They build on children's prior learning very well. In almost all lessons, teachers share effectively the purpose of the lesson and explain clearly how children can be successful. In most lessons, teachers support children very well to co-create steps to success. As a result, almost all children understand the purpose of their learning and what is expected of them. Almost all teachers use questioning effectively to clarify children's understanding. Most teachers use questioning very effectively to support children's higher order thinking skills.

- Teachers across the school use a variety of creative and engaging teaching approaches very effectively such as learning through play, outdoor learning and learning across the curriculum. These are engaging almost all children in their learning extremely well.
- Teachers of the younger classes plan using a very well embedded learner-centred and play-rich approach which supports very successfully children's learning experiences. This approach provides highly appropriate learning for children through an effective balance of child-led and adult-initiated experiences. Staff create successfully stimulating spaces that encourage, support and challenge children through independent and effective play-based experiences. Children benefit from opportunities to demonstrate personalisation and choice through the wide range of interesting and creative provocations provided by staff. Teachers and support staff provide highly skilled interactions with children during direct teaching activities and as they play independently. Staff use observations very well to support planning next steps for children. The school's approach to developing learning through play celebrates every child's unique journey and is leading to very positive outcomes for them. As a result, younger children are making very good progress in their learning.
- Staff monitor and check children's progress effectively using a range of ongoing standardised and diagnostic assessments in literacy, numeracy and health and wellbeing. This includes using National Standardised Assessment material at P1, P4 and P7. Staff are planning and developing well the use of high-quality assessments to evidence children's breadth, challenge and application in learning. Senior leaders should now review their processes to ensure appropriate assessment activity takes place between key stages and across other areas of the curriculum. This should support greater clarity of assessment and progress within each curricular area.
- Almost all teachers provide clear and useful oral and written feedback on children's learning. This supports children very well to learn from mistakes and understand their next steps in learning. Children are skilled in self and peer assessment and confidently review their own learning and that of their peers. Teachers use assessment information very well to identify gaps in individual children's progress and attainment and address these effectively.
- Staff have a robust understanding of the moderation cycle and work together well to evaluate all aspects of learning, teaching and assessment. Teachers moderate across the school, within the learning community and with schools in other local authorities in a variety of ways. They engage very well with the national Benchmarks as part of their wide-ranging moderation activities. This collaborative working supports well the accuracy of teachers' professional judgements about children's attainment and continued improvements in learning, teaching and assessment.
- Teachers plan both long and short-term using an online system which incorporates planning for contexts for learning and discrete curricular areas. Teachers plan relevant and effective connections across the curriculum. Their plans include links to learning in the community, play and enquiry-based learning, outdoor learning, children's rights, the four contexts of learning and the school's skills programme. They refer regularly in their planning to Curriculum for Excellence (CfE) experiences and outcomes and plans for assessment. Senior leaders meet with teachers regularly to discuss and monitor closely teachers' plans. As a result, there is a consistency of approach across all stages. Together, they identify clearly children who require further challenge or support. Teachers then implement appropriate interventions effectively. Senior leaders and staff should now track and monitor progress across all curricular areas.

- Senior leaders and staff gather data effectively which details the progress of individuals, groups and cohorts of children including those affected by socio-economic factors. Teachers should continue to make best use of assessment information to determine next steps for a few children who would benefit from additional challenge in their learning. Children who require additional support with their learning benefit from carefully planned interventions which are relevant and delivered timeously.

2.2 Curriculum: Learning pathways

- Senior leaders and staff have created and embedded a curriculum rationale which effectively summarises and explains the culture, practice and systems unique to the school community. This is used well as a foundation to support their learning pathways. All teachers make very effective use of learning pathways which take good account of CfE experiences and outcomes. Teachers use these well to plan learning within literacy and numeracy and relevant contexts covering a variety of areas of the curriculum. Teachers use pathways to plan learning that ensures breadth, depth, relevance and appropriate progression for children as they move through the school.
- Teachers ensure the curriculum includes meaningful links to the local and global context. For example, recently children have been learning about single use plastic and climate zones through enquiry-based projects. Staff use skills progression, digital technology and questioning as key drivers in their approaches. All children benefit from lessons which allow them to apply their curriculum knowledge and transfer their skills across a variety of contexts for learning.
- Children benefit from high-quality outdoor learning experiences weekly. Staff use the school grounds and other community spaces highly effectively to provide rich experiences which motivate and engage children well. Staff have adapted spaces in the playground successfully to provide opportunities for children to grow a variety of plants and vegetables. In addition, teachers plan open ended opportunities linked to learning in class to allow children to explore a wide range of materials. As a result, children demonstrate confidence and creativity as they explore enthusiastically all outdoor learning opportunities.
- Children have many opportunities to read for pleasure. They regularly access a range of texts at their own level from their class libraries and use matrix bar codes to access digital books. Staff have reviewed books in class libraries effectively to ensure books reflect equality, diversity and inclusion. Children also benefit from visiting the local library regularly where they borrow from the larger range of books available using the school library card. This approach is supporting a very positive reading culture across the school.
- All children receive their entitlement to learning through the 1+2 languages programme. Across all stages, children experience a progressive programme of learning in French and from P5, children also learn Mandarin.
- Physical education (PE) is delivered well through a range of contexts covering a range of skills. All children receive their entitlement to 2 hours of high-quality PE as well as regular additional physical activity experiences. This takes place both indoors and outdoors and follows a progressive learning pathway.
- Staff have created inspiring learning environments through relevant contexts which supports learning across the curriculum very well. Senior leaders have introduced new approaches to planning in this area which incorporates the school's skills progression. This has increased both learner agency and engagement across the curriculum in meaningful and relevant ways for children.

2.7 Partnerships: Impact on learners – parental engagement

- Parents describe the school as ‘a family’ of which they are a member. Almost all parents are satisfied with the school and would recommend this school to other parents. Senior leaders use well-planned strategies to support parental engagement. For example, parents are welcomed at ‘meet the team’ and ‘learning together’ sessions and gain greater insight into the school’s work through regular newsletters, online forums and informal conversations. Parents value highly the information they receive about their child’s learning, school activities and events. The school has a successful parent volunteer programme. This gives parents the opportunity to share their skills and support learning across the school. All approaches support parents to feel confident to engage with their child’s learning.
- Almost all parents feel encouraged to be involved in the work of the Parent Council (PC) and that they are kept informed about the work of the PC. The PC supports school events and effectively fundraises to help reduce the cost of the school day.

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

excellent

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 deliver relentlessly, a range of highly effective approaches to support the wellbeing, inclusion and equality of all children and their families. Senior leaders, staff and children are invited regularly to share their highly effective practices with colleagues locally, nationally and internationally. In addition, they welcome many visitors regularly to the school to learn from their work. As a result, they are supporting and influencing successfully, system wide improvement with a variety of educators across many different establishments.
- All staff have been highly effective in creating a nurturing, compassionate and inclusive environment for learning. All staff demonstrate genuine empathy to meeting the individual wellbeing needs of all children. As a result, they meet their needs exceptionally well. All stakeholders talk with immense pride of being part of the 'Allan's family', an ethos which underpins the school's work. All staff use their thorough knowledge of the unique and diverse context of the school community proactively to address children's individual needs. All staff use a child- centred approach based firmly around the principles of nurture which are fully embedded in practice. Almost all children demonstrate a solid understanding of children's rights and are active participants in promoting these. All staff use trauma informed approaches highly effectively to foster safe and trusting relationships. Children have a strong understanding of the wellbeing indicators and link these well to their daily lives and learning experiences. This is helping empower children to identify effectively ways to develop their own wellbeing.
- All children select a personal 'champion'. The champions are adults in school whom children feel comfortable to talk to if they are worried or upset. The champions provide highly effective support to children to manage their emotions. Children discuss confidently any personal and sensitive issues with their champions and other staff. As a result, almost all children feel staff treat them fairly and with respect and help them to understand and respect others.
- Senior leaders and staff track robustly children's wellbeing and use this information skilfully to identify and address appropriately any potential concerns. Children benefit from a variety of high-quality support provided in the health and wellbeing hub. For example, targeted children receive regular visits from a therapy pet. In addition, identified children access counselling services in the 'Breathing Space' area and have use of a calm sensory space known as 'Chillville'. During regular tracking meetings, senior leaders and staff use wellbeing information alongside assessment information very effectively to identify how children's wellbeing is impacting on their progress. Together they identify and provide highly effective interventions to address timeously any issues identified. As a result, staff are extremely effective in ensuring that children's wellbeing needs are not a barrier to making progress in their learning.
- Senior leaders use PEF very successfully to provide targeted interventions to support the wellbeing of children and their families. Staff facilitate interventions such as the 'walking bus' and breakfast club where children and their families benefit from daily engagement and

interaction with school staff. These interventions have improved attendance significantly and support all children's wellbeing, readiness for and engagement in learning.

- Senior leaders and staff have embedded very successfully a wide range of universal approaches to help children manage their emotions. These approaches support very effectively children who experience difficulties in managing their wellbeing needs. For example, children benefit from additional wellbeing resources which teachers implement very effectively to support children's emotional regulation. In addition, children engage enthusiastically in daily check-ins with staff, using an emotion scaling approach to help manage any daily worries. All staff use language skilfully with children ensuring they benefit from calm, reassuring and clear communication. These approaches support all children extremely well to manage their emotions. Staff adopt successfully a rights-based and restorative approach to manage conflict and promote positive behaviour. This is clearly outlined in the school's policy which is based on relational behaviour approaches. Children learn skills to help them understand their feelings, reactions and behaviours. This is helping almost all children to monitor and manage their emotions very well. Younger children benefit from support from the P7 buddies and monitors known as 'squaddies' who act as positive role models for their younger peers. This is having a very positive impact on building strong, respectful and trusting relationships between children.
- All staff have a thorough understanding of their responsibilities and statutory duties relating to child protection, wellbeing, equality and inclusion. Together, they ensure interventions and supports are in place for children who require additional support with their learning. Senior leaders plan, review and evaluate children's progress robustly using highly effective approaches to planning for children's needs. Children and families are actively involved before, during and after meetings where they contribute to identifying targets and evaluating progress made. Senior leaders deploy additional staff very well to support small groups of targeted children using highly appropriate interventions. All staff engage extremely well with a wide range of partners to improve outcomes continuously for children. This very well-planned approach to include all stakeholders is having a very positive impact on the progress for children who require additional support with their learning.
- Staff plan health and wellbeing lessons effectively. Children gain skills and knowledge in emotional regulation, diversity, inclusion and online safety as a result. In addition, children benefit from cookery lessons through funding from a 'Food for Thought' grant.
- Children from P4 to P7 have been learning about neurodiversity and gained a greater understanding of the challenges neurodiverse people can face. This promotes very well the school's approaches to inclusion. Children have benefitted from support from the national anti-bullying team to highlight the importance of positive relationships. As a result, almost all children are tolerant and respectful of one another.
- All staff have engaged enthusiastically with professional learning to support further their understanding of wellbeing, and inclusion. Led highly effectively by a member of support staff, teachers have benefitted from learning about trauma informed practices. They are rightly proud of the external accreditation they have received for this. Staff are adopting trauma informed approaches successfully which is having a very positive impact on children's wellbeing.
- Children with English as an additional language (EAL) are provided with effective and appropriate support from the EAL service in the local authority. They liaise regularly with staff to provide ideas and suggestions and track the acquisition of English of children with EAL. In addition, the headteacher plans strategically for the use of funding to support refugees. This funding is used highly effectively to provide additional staff to support groups of children with EAL. Senior leaders arrange translators for families with EAL to ensure they are well supported in meetings and therefore included fully in discussions about their children. When children with

EAL join the school, families complete personal profiles detailing their child's needs. This helps to identify what EAL children and their families need with immediate effect when they join the school.

- Senior leaders provide highly effective support for children facing barriers to their learning, such as care experienced children, through carefully planned and appropriate interventions. These include interventions from local charities who provide very effective emotional wellbeing support for targeted children. All staff have benefitted from learning about their responsibilities as corporate parents. They are proud of their achievement in receiving the 'Keeping the Promise' award for the support they provide to children.
- Children acting as 'diversity and inclusion ministers' lead work to promote these areas across the school. They designed and led workshops competently with children from P4 to P7. As a result, children's awareness of inclusion and diversity and how this translates into school and wider community life is developing very well. In addition, the 'ministers' have developed surveys for their peers to ascertain how they can support and promote these themes further still. The ministers plan to use their work to date to update policies relating to inclusion. These policies should exemplify the school's highly effective approaches to promoting inclusion and preventing discrimination in relation to the protected characteristics. All staff ensure children's cultural backgrounds are recognised and celebrated. Senior leaders invite parents from different faiths in to share these with children. In addition, the 'ministers' have purchased additional books covering a wide range of areas linked to diversity. These approaches are promoting highly effectively children's understanding and celebration of diversity.
- 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 food in school. Minor areas for improvement have been agreed with the school and the school meals provider.

3.2 Raising attainment and achievement

very 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, attainment in literacy and numeracy is very good. Most children in P1 achieve nationally expected levels in reading, writing, listening and talking and almost all in numeracy. Most children in P4 and P7 achieve nationally expected levels in reading, writing, listening and talking and numeracy. Across all stages in literacy and numeracy, a minority of children are exceeding nationally expected levels.
- Most children who require additional support with their learning in literacy and numeracy make very good progress towards their individual targets.

Attainment in literacy and English

- Overall, almost all children make very good progress in literacy and English.

Listening and talking

- Across the school, almost all children listen and engage well during class activities and discussions. At early level, almost all children share their likes and dislikes about a text and listen and respond well to others. At first level, almost all children take turns and listen respectfully to others in groups. Almost all children share their learning orally with their peers and enjoy presenting and discussing this. At second level, almost all children contribute very effectively to discussions and build on the ideas of others. They demonstrate well their presentation skills in different contexts. For example, children worked in groups to create video clips and then used their communication skills effectively to engage the audience.

Reading

- Most children at early level, read aloud confidently using their knowledge of simple punctuation well to help. They answer and ask simple questions well relating to stories. At first level, almost all children speak with enthusiasm about a range of authors and stories. Almost all children explain the key features of books such as the front cover, authors, illustrators and the blurb. They will benefit from continuing to read across a wide range of genres including non-fiction texts. At second level, almost all children read with fluency and confidence. They predict and summarise passages and answer inferential questions accurately about a text. They use a range of reading techniques well to find information in texts.

Writing

- At early level, almost all children understand and use capital letters, full stops and finger spaces and write sentences with increasing independence. A few children use connectives well to make longer sentences. At first level, most children write across a variety of genres successfully, such as information texts and imaginative stories. They have a good understanding of punctuation and use a wide variety accurately in their writing. At second level, almost all children write extended texts across a wide range of contexts and genres very well.

They make appropriate choices about layout and presentation in their writing such as, bullet points, graphics and captions to engage the reader.

Numeracy and mathematics

- Across the school, almost all children make very good progress in numeracy and mathematics.

Number, money and measure

- At early level, almost all children work confidently with numbers to 30, counting forwards and backwards. They identify accurately missing numbers in a sequence. They carry out simple addition and subtraction calculations confidently and estimate well. They identify coins confidently and use coins to make a total. At first level, almost all children identify three- and four-digit numbers and write these in words and digits. They use mental strategies confidently to complete basic calculations. Most children identify a variety of times on an analogue clock, such as quarter past and to. They are less confident in completing complex money problems, involving calculating change. At second level, almost all children calculate accurately addition, subtraction, multiplication and division problems. They correctly complete calculations involving fractions and can order a range of fractions from smallest to largest. They are confident with the concepts of area and perimeter and calculate these correctly. A few children would benefit from revisiting how to solve more complex money problems.

Shape, position and movement

- At early level, almost all children recognise common two-dimensional shapes and use them well within their play. They identify confidently a range of three-dimensional (3D) objects. At first level, almost all children name and describe successfully the properties of 3D objects. At second level, almost all children name a range of 3D objects describing their properties accurately. Almost all children identify clearly different angles such as right, acute and obtuse angles.

Information handling

- At early level, almost all children conduct surveys to gather information from adults and their peers and display this using tally marks. At first level, almost all children use a range of strategies to gather and display information and correctly identify the key features of charts and graphs. At second level, almost all children gather, sort and record and display information into graphs and charts accurately. They describe well the features of different graphs and charts and explain confidently why and in what context, they would use them. Most children use digital technology well to produce a range of graphs and charts.

Attainment over time

- Attendance is currently 95.6%. It has remained high over recent years and is consistently above both local and national averages. The headteacher has initiated successfully many approaches to sustain this high level of attendance. For example, a PEF funded walking bus has improved significantly the attendance of a group of children. In addition, senior leaders monitor attendance rigorously and work closely with families when attendance dips. They have a clear attendance policy and share regularly with parents the importance of maintaining good attendance. Children are enthusiastic to attend and learn due to the creative and engaging climate for learning embedded across all classes. For example, children are highly motivated by the school's approach to delivering learning across the curriculum, play pedagogy and outdoor learning. In addition, positive and trusting relationships between staff and families supports children to maintain good attendance. Due to the success of their work, the headteacher and children have shared their approaches to improving and sustaining positive attendance more widely. This is benefitting establishments locally, nationally and internationally to learn from the impact of this work.

- The school use a tracking and monitoring spreadsheet provided by the local authority to gather information on attainment over time effectively. The headteacher is aware that fluctuations in data gathered over time is due to regular changes in the school roll which affects overall data. Overall, attainment at all stages has improved. Teachers have benefitted from the rigour associated with moderation activity in recent years. As a result, teachers gather data accurately and use this well to provide robust professional judgements of children's progress and attainment. In addition, staff use data to identify and facilitate a number of carefully planned interventions for children who require additional support with their learning. These interventions are improving the outcomes of targeted children.

Overall quality of learners' achievements

- Staff recognise, share and celebrate widely children's achievements through assemblies, newsletters, school displays and online platforms. Staff and children are proud of their collective achievements in receiving accredited awards for sports and reading. The headteacher uses assemblies and a wall display in the foyer to award and celebrate 'Allan's Ambassadors'. The Ambassadors are children nominated by class teachers based on their achievements and demonstration of school values and key skills. This is building very well children's confidence in, and understanding of, the skills they are developing.
- Almost all children talk positively about the range of activities and clubs available across the school. Children also benefit from discussions with senior leaders where they make suggestions for new clubs and activities. Children develop skills in communication and leadership as a result of leading clubs and activities for their peers. Senior leaders track involvement in activities and clubs within and out with school against the school's 5Cs. They use this information well to identify children at risk of missing out and seek opportunities for them, using additional funding, if required. As a result, children are developing skills in an inclusive and equitable environment. Children in P6 and P7 are offered the opportunity to take part in activities within a PEF funded skills academy led by key staff in school. Children attending the academy are working towards achieving a skills-based award.
- Children in P7 develop and demonstrate their leadership skills effectively as trained sports leaders. Some of these children have become 'Allan's Squaddies' who organise and lead games in the playground. As a result, children are more confident and can articulate the skills they are developing through leading activities such as collaboration and organisation.

Equity for all learners

- Senior leaders and staff are committed fully to achieving equity for all children. They use data and contextual knowledge very well to inform PEF spending, investing in additional staffing, interventions and resources. All children are included in sustainable development leadership groups, one of which is a 'no poverty' group. Staff provide targeted support and well-considered initiatives to those children facing barriers in their learning. These initiatives are accelerating their progress in attainment and achievement. Senior leaders and staff review a range of data regularly to measure the impact of PEF on gaps in children's learning, attainment and achievement. They are making very good progress in their work to address the poverty related attainment gap.
- The headteacher has implemented a 'cost of the school day' policy to exemplify their approaches to supporting equity. For example, the school provides clothing and a well-stocked food bank to support families facing financial barriers. Staff work in partnership with a local supermarket through a neighbourhood food initiative to provide food for the food bank. Staff signpost and support families, including those new to the community, to access services locally. Supported by the PC, the school subsidises the cost of trips and excursions. As a

result, the school's approaches are supporting very well equity of opportunity and reducing financial barriers to participation.

Practice worth sharing more widely

Leadership of curriculum design

Across the school, staff use very well-developed approaches to design and plan learning in motivating and engaging ways. The success of these approaches is underpinned by the strong culture of shared leadership that exists amongst all staff. This culture, created highly effectively by aspirational senior leaders ensures that all staff undertake a leadership role leading to effective practice in a number of ways. Particularly effective is the school's approach to curriculum design and delivery. Staff deliver the curriculum highly effectively using outdoor learning experiences, skilful approaches to learning through play and a creative approach to planning learning across the curriculum using relevant and meaningful contexts. Staff have engaged enthusiastically in relevant professional learning to support their understanding and continually improve this highly effective practice. This is having a significantly positive impact on children's experiences and engagement in learning. As a result, children's attendance, attainment, motivation and enthusiasm for learning is of a high standard.

Approaches to support wellbeing, inclusion and equality of all children

Senior leaders and staff adopt, highly effectively, a wide range of highly effective practices that promote and support very well the needs of all children. Using a variety of approaches such as trauma informed practices, a walking bus, a health and wellbeing hub and personal champions, children's wellbeing is supported highly effectively. As a result, children have their needs met exceptionally well which is supporting children to be engaged and included fully in their learning and the wider life of the school.

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.