

Summarised inspection findings

Bargarran Primary School

Renfrewshire Council

11 February 2025

Key contextual information

Bargarran Primary School is a non-denominational school situated in the town of Erskine. The school moved to a new shared campus building in April 2018, which they share with St John Bosco Primary School. The school role is currently 219 children, organised across eight classes. The headteacher has been in post since 2012 and is supported by two part-time deputy headteachers who share the post. The majority of children reside in Scottish Index of Multiple Deprivation (SIMD) deciles 4-5 and 41% reside in SIMD 6-10. Currently, there are no children living in deciles 1 and 2. In P6 and P7, 17% of children are entitled to free school meals and 19% of all children receive clothing grants. Across the school, 15% of children have a recorded additional support need.

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

- Senior leaders, staff and children have a very strong understanding of the school values: 'Be happy, be honest, be kind, be respectful, be responsible, be all you can be!' Staff support children to revisit and review regularly the school values and vision to ensure they remain relevant, understood and lived by all. Older children created 'values videos' which demonstrate effectively the values for younger children. Staff use assemblies and class lessons to reinforce and model explicitly the school values. This very clear focus on the values ensures they underpin all aspects of school life and are exemplified very well by all children. All staff and children together have created a climate where children's rights are the foundation of learning. They are known, understood and experienced in all interactions among children, and between children and adults. This outstanding work has created an ethos where children's views are highly valued and children experience a genuine voice in daily school life, decision making and learning.
- The highly effective headteacher, very ably supported by the deputy headteachers, create conditions which empower staff and children to work together to improve the school. Collectively, they review what is working well, and what could be amended to improve children's learning experiences and to raise attainment and achievement. Senior leaders and staff engage in regular self-evaluation of school improvement priorities and the quality indicators in 'How good is our school? 4th edition (HGIOS 4)'. They have robust quality assurance processes to review all aspects of the work of the school, including attainment and learning and teaching. This rigorous analysis of a wide range of evidence enables staff to accurately understand their progress towards agreed priorities. Senior leaders and staff have a deep knowledge of the school's strengths and aspects which require further development. They make very effective use of a wide range of evidence to create a strategic plan. This ensures agreed priorities are taken forward in robust school improvement planning and sustains high standards over time.

- All staff value children's voice in school improvement and create conditions for children to engage well in discussions on how to improve their learning experiences. Staff encourage children to use a pupil board to share their ideas to improve the school. The pupil council take responsibility for ensuring these views are recorded, discussed and acted upon through their work. Senior leaders have established well-embedded systems to gather children's views and as a result, children talk confidently about where they have influenced and instigated change. This includes, for example, an increase in outdoor learning across the school. Children explain well the positive impact of increased outdoor learning on their wellbeing and motivation to learn.
- The headteacher skilfully leads the pace of change. Collectively, staff are highly motivated to effect change to improve children's experiences, attainment and outcomes. The headteacher listens to the views of staff. He ensures developments are given the appropriate time and training needed to be successful in improving outcomes for children. This includes the recent focus on improving children's writing across the school. As a result, all teachers are consistent in their approaches to teaching writing and children's writing is improving across the school.
- All staff feel strongly supported and valued by senior leaders and each other. Teachers show deep commitment to continuous improvement through the varied professional development opportunities the headteacher provides and those they seek out. This includes, attending conferences on Science, Technology, Engineering and Mathematics (STEM) and digital learning, enabling teachers to experience innovative approaches and share good practice. This allows staff to lead developments and engage in learning beyond the school. They appreciate the guidance they receive from senior leaders. All teachers are highly reflective and strive to take forward the agreed school priorities. They evidence very well the impact of leadership roles. For example, staff's successful development of play in early years over time has been shared with a number of schools across the authority. The successful distributive leadership of staff is improving outcomes of children in their school and beyond. The aspirations, drive and high standards of the staff team are enabling continuous improvement over time. Senior leaders evidence clear improvements in expected outcomes over time. This includes highly effective learning and teaching, strong attainment over time and children who are valued in their contribution to the work of the school.
- All teachers have a leadership role across the school. These include digital technology, reading, writing, STEM, play, outdoor learning and wellbeing. As part of these distributed leadership roles, teachers lead staff working parties and provide training on their area of specialism. They share good practice with one another and often, beyond the school. They demonstrate clearly the impact of their area of responsibility through practitioner enquiry, children's improvement in attainment, reflections and survey evidence. Staff leadership contributes to a very high standard of creative and innovative learning and teaching across the curriculum. It ensures almost all children are highly engaged and motivated in the learning provided in class.
- All children from P1 to P7 are part of highly effective pupil parliament groups. These include health and wellbeing, reading and sustainability groups. Teachers facilitate these groups, however, they are pupil led. Children plan what they want to take forward as part of these groups. For example, currently the sustainability group is fundraising to provide clean water for children who do not have this, linking well with the pupil parliament focus on children's rights. Children are enthusiastic and proud of the work of these groups. They experience the opportunity to make decisions, plan, problem solve and lead events. Children reflect that this often creates challenge and frustration, however, they are learning skills for lifelong learning and building their confidence in real-life contexts.

- The digital leader works with a digital pupil parliament group to maintain a high standard of digital training within the school. She has supported colleagues beyond the school in their digital journey and recently provided training in the local authority. She has developed a school wide progressive skills programme and a cyber online safety programme. Children lead digital skills confidently across the school and have received several awards for this sector-leading work.
- Children have further opportunities for leadership through the pupil council and older pupils 'buddy' younger children. Teachers provide opportunities for leadership through classroom responsibilities. Children also take on the role of mini teacher, where they support others to learn in areas they are confident in, for example in physical education (PE) or reading. This extensive range of leadership opportunities are supporting children very well to become confident individuals, effective contributors, responsible citizens and successful learners. Staff demonstrate well the value they place on children's voice, as they listen and act upon children's views. Children are now very well placed to experience even greater leadership roles in the school, for example involvement in co-creating school policies.
- Senior leaders demonstrate the sustained positive impact of curriculum, pedagogy and attainment improvement priorities over time. Recent school improvement priorities include raising attainment in writing and reading and developing children's understanding of skills. Teachers attended literacy training and researched practice to share across the school. This is successfully supporting staff to raise children's attainment in literacy. Staff also work collaboratively with cluster colleagues to improve children's understanding of skills. They have developed a shared language of skills and there is strong evidence of the impact of this work. Most children are able to talk about different skills and give examples of how they are developing these skills in a range of ways. This is particularly evident in the older classes where there are many opportunities to learn, practice and build on their skills through 'Fantastic Friday', leadership roles and well-planned learning and teaching.
- Leadership of change is a major strength of the school. The headteacher has created an ethos where staff and children are inspired and ambitious in their drive to continually improve children's experiences and outcomes.
- All staff know children and families very well. They understand their school community and the social, economic and cultural context of the local area. They use this information effectively to provide families with sensitive support as required. The headteacher consults with parents on the use of Pupil Equity Funding. (PEF).

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

- Staff support children very effectively to develop and maintain highly positive and nurturing relationships. Children interact respectfully and confidently with staff, visitors and each other. Staff provide children with a rights-based education reflecting their meaningful school values. This results in a very calm and inclusive learning environment where almost all children are engaged and motivated to learn. All staff have high expectations of children and ensure that they develop resilience, effort and positive attitude through a whole school approach to growth mindset. Staff developed a quiet, nurturing, sensory learning space which is used effectively for a few children, enabling them to self-regulate their emotions and engage in learning.
- Senior leaders and staff worked together to create detailed learning and teaching guidance. This supports all teachers to provide consistently high-quality learning experiences for children. Teachers differentiate learning tasks effectively ensuring that almost all children's experiences are appropriately challenging, enjoyable and matched to their needs. Children exercise personalisation and choice in a range of learning environments including outdoor learning areas within the school and their own community. These approaches enhance creativity, enquiry, independence and confidence for learners.
- Staff at early level use the knowledge gained from high-quality professional learning on play pedagogy to enhance the learning experiences for all children. They have created an environment which promotes curiosity, creativity and engages children purposefully in play. Staff use national guidance very effectively to involve children in a wide variety of teacher-led and child-initiated learning experiences. Children at P1 and P2 set targets as part of their learning journey. This supports them to identify relevant next steps to enhance their learning. Staff use these targets, alongside their observations, to inform future learning experiences. Staff have worked with colleagues from other schools to share effective practice in this area. Teachers in P4-7 observed play-based learning and adapted this approach to develop a high-quality skills-based learning experience. This 'Fantastic Friday' programme supports innovation, technology, children's interests and opportunities to consolidate and extend learning. This has the potential to support children's development of a range of skills in the upper primary. There are positive early indications of the effectiveness of this approach. Children value this time to plan and manage their own learning.
- All teachers have a robust and consistent approach to sharing the purpose of learning. They skilfully support children to co-create steps to success. As a result, children talk confidently about their learning and are clear about what to do to be successful. Teachers provide children with the opportunity to be 'mini teachers', for example, teaching other children a strategy to use in a numeracy problem. This provides effective peer support, consolidates learning and enhances children's confidence. Pupil voice is strong throughout highly inclusive, and child led learning environments. This ensures that children know their views are sought and acted upon.

- Children in all classes are provided with the opportunity to work individually, in pairs or as part of a group. This results in effective teamwork and collaboration for almost all learners. Teachers across all classes enrich and support learning through the use of digital technology. They have developed children's digital skills very well across the curriculum to ensure further support and engagement in learning. Children are very proud of their awards and accreditation for work on internet safety. This was successfully led by members of the digital pupil parliament. Teachers have taken part in a variety of professional learning opportunities which have increased their confidence to use digital technology to enhance learning experiences. School staff have also recently shared their knowledge and skills with local authority Digital Champions.
- All teachers' explanations and instructions are very clear. They use highly skilled questioning to promote curiosity, deepen thinking and extend learning. Almost all teachers observe learners closely to provide effective interventions to support progress in learning. Children receive high-quality verbal and written feedback to support their next steps in learning. Children across the school have the opportunity to be involved in peer and self-assessment and use 'green pen comments' to provide peer support and reflect on their own learning. All children set effective targets for writing which ensures that they are engaged and supported to enhance written work. Staff should now ensure that all learners have the opportunity to set targets for learning across the curriculum. This has the potential to help all children to understand fully their next steps and the progress they are making.
- Staff have developed an 'assessment position paper' to ensure that assessment is an integral part of the learning cycle. Teachers use a wide range of assessment approaches for health and wellbeing, literacy and numeracy. They use a variety of formative assessment strategies including observations and rich floor book discussions to allow children to demonstrate their knowledge, understanding and skills. Teachers use this data well to plan appropriate, challenging and high-quality learning and teaching.
- Senior leaders created a whole school assessment calendar which is reviewed regularly. Teachers use a variety of assessment evidence, shared expectations and national Benchmarks to support their professional judgements of children's progress and achievement of a level. They take part in a wide range of moderation activities across the school and with cluster colleagues. For example, teachers support and challenge each other through peer observations. They provide each other with high-quality feedback. Teacher confidence in attainment data has increased as a result of assessment and moderation approaches. Staff should now review assessment approaches for listening and talking. This will support them to better evidence the strong progress children are making in listening and talking across the school.
- Senior leaders provide staff with well-considered annual overviews to support planning. Staff plan effectively over a variety of timescales to ensure that children access a broad, progressive and cohesive curriculum. Teachers involve children in planning inter-disciplinary learning, play and skills-based learning. These approaches provide a flexible and responsive approach to planning for effective learning experiences. This robust system gives children greater ownership of their learning.
- Senior leaders have developed a rigorous tracking system to support and enhance the attainment of children over time. Senior leaders and staff meet regularly to track children's progress. As a result of these meetings, staff plan for interventions to ensure children are challenged and supported at the level they are working at. Staff identify pupils not working at the expected level and those working beyond Curriculum for Excellence (CfE) levels for their age and stage. This approach ensures that most children across all stages are improving

their outcomes and are making very good progress. Senior Leaders should now consider how to track learning across other curricular areas.

2.2 Curriculum: Learning pathways

- Staff have developed flexible and progressive learning pathways across all areas of the curriculum. These are based on the experiences, outcomes and design principles of CfE. They support children effectively to build on their prior knowledge and skills. Staff use an annual curriculum plan to ensure progression, choice and flexibility for children.
- Interdisciplinary learning is well-planned in line with national guidance. Children plan with their teachers to ensure progression, depth and flexibility through motivating contexts for learning. Children enjoy annual Global Goals themes across all stages which further embed the school's rights-based education approach for all learners.
- Children receive their entitlement of two hours high-quality learning experiences in PE. Teachers' plan using a progressive PE planner. Children enjoy demonstrating their learning and develop a wide variety of physical skills, outdoors in the playground or in the school gym hall.
- Children have access to a range of high-quality learning experiences outdoors. Children find this highly motivating as they learn skills in gardening, and sustainability. They enjoy taking learning outdoors, for example, numeracy and science. This is allowing children to build on and transfer learning in a different environment and develop an appreciation of nature.
- Staff are working collaboratively with cluster colleagues as part of a five year plan to develop skills-based learning. Teachers are developing their knowledge of skills language and development through professional enquiry. Children speak with confidence about the skills that they are learning, for example, problem solving. They enjoy showing visitors their 'skills stairs' which helps to reinforce their learning experiences.
- Children are receiving their entitlement to 1+2 languages. They enjoy learning French vocabulary and dialogue across the school which is progressive and well-planned. Children in P6 and P7 learn British Sign Language and are beginning to incorporate this into other areas of their learning.

2.7 Partnerships: Impact on learners – parental engagement

- Staff and children benefit from very effective partnerships with parents and the local community. The Parent Council is highly supportive of the work of the school. Parents raise funds to provide a range of resources which enhance learning opportunities for children.
- Overall, parents highly value the work of the school. Almost all parents feel that staff are friendly and welcoming and that the school is well led. The headteacher is highly visible and approachable and parents benefit from the opportunities for an informal chat in the playground. Most parents feel comfortable about approaching the school and appreciate the prompt response to any enquiries.
- Parents welcome the wide range of regular communication they have with the school. They enjoy regular photos and updates of their children's learning via the school's application. Parents identify that this supports more focused learning conversations with their children at home. They feel that staff know their children very well as individuals and help their children to develop confidence through the wide range of learning experiences.
- The headteacher consults with the Parent Council on improvement priorities and other important decisions, such as the use of the school's allocation of PEF. Senior leaders regularly ask parents for their views about the work of the school. Parents recognise that staff use this information well to help identify key areas for school improvement. Most parents feel that the school takes their views into account when making changes.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. At the time of the inspection, there were no identified areas for development.

3.1 Ensuring wellbeing, equality and inclusion

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

- Staff's strong commitment to building mutually respectful and nurturing relationships, and prioritising children's wellbeing is helping all children to thrive and achieve positive outcomes. Almost all children feel safe, respected and cared for by adults. Children embody the school values very well during learning and play. This is particularly evident when older children support younger children as buddies in the playground. Both older and younger children benefit from these warm interactions as they play together, and older children model appropriate behaviour for younger children. Older children are particularly patient and empathetic to younger children. This ethos permeates the whole school, from the headteacher, depute headteachers and all staff to children at all stages. As a result of staff's relentless focus on wellbeing, children's dignity and worth is recognised by all.
- Almost all children have a deep understanding of the wellbeing indicators. Children in P1 explain how they demonstrate inclusion by allowing others to join in their games and why this is important. The digital pupil parliament has led learning for children about how to stay safe online and the impact of cyber bullying. Teachers support children to learn how to be healthy and link this seamlessly to their considerable work on children's rights. Children speak confidently about the importance of children's rights and are committed to supporting those who are unable to realise their rights. Children and staff have received accreditation for this exemplary work and children share their knowledge and strengths in this area with other schools. Children have a strong understanding of respect, showing it to others and expecting others to treat them respectfully. This deep knowledge and understanding of the wellbeing indicators are helping children to be tolerant and kind to one another. They show care, compassion and consideration for others. All children behave very well, almost all of the time. They are polite and kind to one another in interactions. When a child is unsettled or upset, and this impacts their behaviour, adults and older children support them sensitively. They support children to manage their emotions using taught strategies, including quiet time, breathing techniques and mindfulness.
- All staff feel valued and supported very well by senior leaders. Staff are highly supportive of one another and recognise the need to ensure their health and wellbeing is a priority in order for them to support the wellbeing of children. Senior leaders provide staff with access to local authority training which helps enhance staff wellbeing. All staff have created a highly positive ethos which underpins learning and teaching. Together, senior leaders, staff and children have created a happy and inspiring environment to work and learn.
- Children's pupil parliament groups empower children to have a strong voice in improving wellbeing. The health and wellbeing parliament organise wellbeing days and a health week, supported by a teacher. Children plan yoga, sports and relaxation experiences for the whole school to help children learn the importance of mental, physical and emotional wellbeing. Children engage well with daily emotional check-ins which allow teachers to support any child

who may be upset. Children use worry boxes if they want to speak privately with an adult. Teachers follow-up any concerns in a sensitive and timely manner to ensure children get the support they need. This ensures children feel nurtured and listened to, supporting their wellbeing and engagement in learning.

- Children evaluate meaningfully their own wellbeing formally twice a year. Senior leaders and teachers review children's data and follow-up on any concerns a child raises. Children's wellbeing and needs are discussed at regular 'getting it right for every child' meetings and together, staff plan appropriate support and interventions to meet the needs identified. This includes, for example, targeted health and wellbeing supports, the use of different spaces and environments around the school to meet a child's needs or an individual plan. Senior leaders work well with partners to meet the needs well of children who require support with learning or wellbeing. They involve children in planning their support when appropriate. For example, children are included in creating a space, resource or activity to help them. Parents are included in planning meetings to review and plan together with school staff to meet their child's needs. Senior leaders track the progress children are making through formal and informal meetings and evidence well the effectiveness of interventions and support. These approaches ensure children who require support with learning are making good progress towards their own learning and wellbeing targets.
- All staff have a strong understanding of their statutory duties in relation to children's wellbeing, equality and inclusion. Senior leaders and staff have up-to-date approaches to child protection, safeguarding and meeting the additional support needs of children. Children who require support with learning, including those working beyond expectations or care experienced, have a child's plan which ensures their needs are recorded and reviewed regularly.
- Senior leaders and teachers have developed strong partnerships with a range of partners to support children's wellbeing, learning and transitions. These include, for example, the early years' staff from local nurseries. Together, they work proactively with early years staff and senior leaders to prepare young children for P1 through additional visits, sharing information and supporting parents. Children benefit from effective and timely transition arrangements for moving to secondary school. These transition arrangements ensure children settle quickly in a new setting and support parents to feel confident about a change of school and staff. Senior leaders and teachers also work with partners from health, active schools and education to support children's physical learning. This includes, through joint clubs with the shared campus school, and support to meet the needs of individual children. As a result, children who face barriers to learning are supported well through transitions.
- All staff have engaged well in high-quality professional learning to support children's needs. For example, they have participated in local authority training, led by the psychology team, on nurture principals. As a result, there is a consistent and caring approach to meeting needs and supporting children across the school. This ensures children receive the support they need to meet their wellbeing and learning needs, enabling them to engage and progress well in learning.
- Senior leaders help children to learn about the impact of bullying behaviour through assemblies, class lessons and displays. They created an anti-bullying policy to support staff, children and parents to have a clear understanding of what to do if they experience or see any bullying behaviour. This is closely linked to children's considerable work on children's rights over several years. As planned, senior leaders should now develop a relationships policy to capture all the recent work on growth mind set, restorative and nurturing approaches and emotions.

- Children learn religious and moral education as part of their curriculum entitlement. This is supported through class learning, assemblies and visits from the local Parish Chaplin. Staff provide children with regular opportunities to explore diversity and difference. Staff and children plan diversity days to help children learn about different cultures for example, Chinese New Year. Staff and children promote a culture of respecting difference linked appropriately to their work on United Nations Convention on the Rights of the Child (UNCRC). Staff and children lead assemblies on a range of topics linked to diversity and difference. Staff support children, through the health and wellbeing programme, to learn and understand about cultures and beliefs other than their own. Senior leaders and teachers should now extend this learning to include a greater range of protected characteristics. They should also explore extending the reading books available to cover a wider understanding of diversity and difference.

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

- Overall, attainment across the school is very good. Almost all children in P1, P4 and P7 are achieving expected CfE levels in talking and listening. In reading and writing, most children achieve expected levels. A significant minority of children exceed these levels across the school. Almost all children at P4 and most at P1 and P7 achieved expected CfE levels in numeracy with a few children across the school exceeding these. Across all stages attainment of literacy and numeracy has improved over time and now exceeds pre-pandemic levels.
- Almost all children who require additional support for learning are making good progress towards their individual targets in literacy and numeracy from their prior levels of learning.

Attainment in literacy and English

- Overall, most children are making very good progress in literacy. A few children at all stages are making progress beyond expected levels.

Listening and talking

- Across the school almost all children listen well and are highly articulate. They use high-quality vocabulary well, confidently explaining their learning. They listen and respond to others respectfully. At early level children follow simple instructions purposefully. At first level almost all children take turns and contribute appropriately when engaging with others. They are developing their confidence in asking and answering questions. At second level almost all children articulate confidently their opinions and build well on the contributions of others.

Reading

- At early level almost all children are beginning to use their knowledge of initial sounds to blend simple words. They retell familiar stories in different ways, for example, by using small world toys and puppets. At first level most children use a variety of strategies well to decode unfamiliar words. Most children confidently identify the features of fiction and non-fiction texts. At first level, children now need support to answer inferential questions. At second level most children read with fluency, accuracy and expression. They effectively apply reading skills, including skimming, predicting and summarising to answer questions on texts read. They confidently share their opinions on texts with supporting evidence for their views.
- Almost all children talk about favourite books and authors. Staff provide a wide selection of fiction and non-fiction books in classrooms and libraries. They created cosy reading nooks to encourage reading. As a result of staff's work promoting a love of reading, almost all children enjoy reading and the school has achieved an award in recognition of this work.

Writing

- At early level all children write for enjoyment in their play. They are beginning to form letters. Most children are demonstrating increasing pencil control, for example, children's black line

drawings are very detailed. Children invent stories which are recorded and shared through matrix codes. Staff should continue to provide opportunities for children to build on word and sentence making skills. At first level most children use well a wide range of descriptive vocabulary in writing. Children should now develop their note taking skills. At second level almost all children create texts for a range of purposes. Most children use figurative language well. Almost all children are aware of and use a range of punctuation effectively. As planned, staff should now continue to provide children with further opportunities for non-fiction writing.

Numeracy and mathematics

- Overall, most children make very good progress in numeracy and mathematics. A few children across all classes are making progress beyond expected levels.

Number, money and measure

- Across all stages most children use their knowledge of number facts and strategies well to solve open-ended problems as appropriate to their age and stage.
- At early level most children add and subtract mentally to 10. They confidently count forwards and backwards from 30. At first level almost all children apply their mental agility skills well when calculating costs up to £10. They confidently read, write, and order simple fractions. Children would now benefit from further developing their understanding of correct mathematical vocabulary for example, sum of and product. At second level most children order decimal fractions to three decimal places and are confident at rounding these to the nearest whole number. They recognise numbers less than zero and give real-life examples of ways in which these are used for example, in weather temperatures. Children would now benefit from revisiting how to calculate simple percentages and fractions of a quantity.

Shape, position and movement

- At early level most children recognise and describe a variety of simple two-dimensional shapes and three-dimensional objects. At first level most children estimate and measure the area of simple two-dimensional shapes. They recognise that different shapes can have the same area. Children use compass points well in movement activities. They would benefit from increased opportunities to develop positional language. At second level most children describe three-dimensional objects and two-dimensional shapes using specific mathematical vocabulary such as regular and irregular. They are not yet aware of the relationship between three-dimensional objects and their nets. At second level children need increased opportunities to revisit prior learning such as how to calculate areas and perimeters. This will consolidate and deepen learning.

Information handling

- At early level most children interpret simple graphs and apply their counting skills well to ask and answer questions about these. At first level most children describe the likelihood of an event occurring in everyday situations using the correct mathematical language such as likely/unlikely. At second level most children use a variety of methods to display data. For example, charts, bar graphs and venn diagrams. They are able to explain and justify why they have chosen a particular method of display.

Attainment over time

- Senior leaders continuous focus on raising attainment has supported a consistent and improving trend in improving children's attainment outcomes. Senior leaders' evidence well the consistently high patterns of attainment in literacy and numeracy for most children over time. Overall, the school consistently performs very well relative to schools with similar demographics. Senior leaders have robust measures in place to track children's progress and attainment over time. This provides them with a very clear overview of children's attainment

and progress. Staff use this information very effectively to support the continuity of learning across all levels, including at points of transition. Senior leaders should now build on their effective tracking processes to monitor children's progress across all areas of the curriculum.

- Senior leaders monitor the attendance of all children regularly. They share attendance data and information about the impact of lower attendance with parents in an 'Attendance Matters' newsletter. Attendance is currently 94.4%. This is above local and national averages and is improving. Senior leaders support families where attendance falls below an appropriate level to support them back to school. They can demonstrate where this has impacted positively on a few families. Senior leaders work with the cluster schools to educate parents more widely on the impact of reduced attendance in school.

Overall quality of learners' achievements

- Children receive a variety of awards for demonstrating the school values. All children are encouraged to record and celebrate wider achievements through their achievement folder and at wider achievement assemblies. This is supporting children to have a pride in their work and build their confidence.
- Across the school children are developing a wide range of skills for learning, life and work. Children talk positively about the wide range of school experiences, for example, P7 children leading a community Remembrance assembly. These experiences effectively support a range of attributes including confidence, teamwork, and social and communication skills.
- Across the school, all children are part of a variety of pupil parliament leadership groups. These roles empower children to make an effective contribution to the life and the work of the school. They have successfully led to the school achieving a wealth of accredited awards. This includes, for example, children's rights, digital wellbeing and sustaining a 5th Eco-Schools Scotland Green Flag Award. Children take great pride in these. Children have considerable opportunities to become effective contributors and responsible citizens through this work.
- Senior leaders monitor participation in wider achievement activities. They identify children who are at risk of missing out and sensitively address any barriers to participation. As identified by staff, they are well-placed to continue monitoring children's participation of wider achievements over time. This will support the children to make connections between their wider achievements and their developing skills.

Equity for all learners

- Senior leaders and staff have a clear understanding of the social, cultural and economic context of the school community. Staff understand the challenges faced by families and recognise potential barriers to learning caused by economic disadvantage. Senior leaders discreetly signpost families to organisations for support. Families benefit from a range of approaches offered to them. For example, the school uniform hub provides free high quality school uniforms and resources for families.
- The headteacher, in consultation with the Parent Council and staff, use PEF to provide additional staffing and learning resources. The rationale for spending is based on an analysis of a wide range of relevant information relating to the needs of children in identified groups. Children receiving support are monitored carefully to make sure that they are making progress. This has resulted in staff successfully narrowing attainment gaps and accelerating progress for all children who receive this support.
- Staff work in close partnership with the Parent Council to reduce the cost of trips and excursions. This is helping to ensure all children have opportunities to enjoy a range of

cultural and sporting experiences. As a next step the headteacher should work with children, parents and staff to develop a cost of the school day policy. This will ensure that all children have further opportunities for equity.

Practice worth sharing more widely

Play Pedagogy effectively supporting children's learning and engagement.

- Early and first level staff take part in ongoing professional learning focusing on play pedagogy to enhance children's learning experiences. Staff develop learning environments which provide purposeful, creative and curious provocations for children. Children in P1 and P2/1 regularly take part in child-led, adult-led and child-initiated play.
- Pupil voice is evident on their 'My Learning Journey' wall. Teachers use observation evidence to ensure that children know that their views are valued and acted upon to inform future provocations. Children's floor books show that learners are fully involved in planning for learning and reflect on successes and next steps.
- Teachers challenge children by providing open ended tasks and a variety of meaningful resources. Children enjoy learning outdoors as part of this approach which has enhanced their confidence, curiosity and creativity.
- The overall impact has been that children are very independent, motivated and fully engaged in their learning.
- Staff at first and second level are now developing these approaches to create a skills-based learning experience for older children to build on this positive start.

Children's leadership

- All children are involved in pupil parliaments which include digital technology, UNCRC, reading and STEM. As part of these groups, children plan what they want to learn and take forward. As a result of this work children successfully lead change in the school and beyond. They experience challenge working with others and develop a wide range of skills as part of this learning.
- Children speak confidently about their pupil parliaments and the impact of their work. They understand the difference they can make and feel their voice is listened to. They have meaningful opportunities to shape the work of the school and discuss school improvement.
- Children experience a wide range of leadership opportunities which include class leaders and mini teachers, pupil council and buddies. They are developing a range of skills for lifelong learning through this work.

Rights-based learning

- Staff and children have embedded well a strong knowledge of children's rights over a number of years. This is evident in respectful interactions between children and their peers and children and adults. The language of children's rights is used throughout learning, across classrooms and in the playground. Children have a clear understanding of the importance of children's rights across the school.
- Children learn about how they can access their rights and also how to support others to realise their rights. This is linked very well to work on Global Goals, growth mind set and diversity and culture.
- Children and staff have received several awards for their extensive work on children's rights. They have begun to share this work with children in other schools.
- The strong work on children's rights underpins learning and teaching and the ethos across the school. It is supporting all children to realise their dignity and worth.

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.