

Summarised inspection findings

Cleeves Primary School

Glasgow City Council

28 January 2025

Key contextual information

Cleeves Primary School is a non-denominational school situated on the southside of Glasgow. It serves the areas of Priesthill and Nitshill within Greater Pollok. At the time of inspection, the school roll was 202 children across eight classes. The headteacher has been in post since 2019. She is supported by two part-time deputy headteachers. There are two principal teachers and one acting principal teacher. Most children live in Scottish Index of Multiple Deprivation deciles 1 and 2. Just under one half of children receive additional support. Approximately one third of children have English as an additional language.

1.3 Leadership of change

very good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The headteacher provides very effective strategic leadership to the school community. Supported ably by the senior leadership team, she has led the creation of a nurturing learning environment. All staff treat children with kindness and respect. Children model the school values of honesty, aspiration, respect, responsibility and teamwork very well. As a result, the ethos across the school is one of high inclusivity, underpinned by positive relationships. This is a major strength in the school.
- All staff have a deep understanding of children's economic and social contexts and are highly responsive to the changing needs of individuals and their local area. As a result, staff work very well together to improve outcomes for all children.
- The senior leadership team has developed a range of very effective approaches to identify and target barriers to children's learning and track their progress. They use a wide range of data very well to understand and support children's social, emotional, wellbeing and learning needs. Staff work very well with senior leaders and partners to plan, deliver and evaluate universal and targeted interventions and approaches. The whole school approach to nurture is an example of this highly effective collective effort to support and improve children's wellbeing. As a result of all of this work, children's needs are met very well. Almost all children are making good progress in relation to personal targets.
- Senior leaders monitor the work of the school well. They have established effective quality assurance arrangements which includes class visits, monitoring of children's work and robust tracking discussions with teachers. Senior leaders could build on this positive approach to have a sharper focus on identifying which aspects of teaching and learning could further raise attainment. The local authority provides a helpful framework to support peer self-evaluation. Staff are well placed to use this framework to observe each other. This will help them develop further their shared understanding of high-quality teaching and learning.
- Senior leaders seek children's views on aspects of learning such as new approaches to develop reading fluency. Commendably, a few children are involved in quality assuring

approaches to supporting social and emotional wellbeing throughout the school. There is scope now to gather children's views about what helps them learn best. Children are well-placed to use self-evaluation frameworks such as 'How Good is OUR school?' as a structure to identify areas for improvement.

- All senior leaders have clear roles, remits and responsibilities which they carry out very effectively. Senior leaders take good account of teachers' interests and skills when facilitating leadership opportunities, and provide appropriate ongoing support as required. Senior leaders empower staff to identify and progress approaches which will make the biggest difference to improving outcomes for children. For example, support staff recently led the creation of a sensory room for children with barriers to learning. Teachers and support staff make improvements through their leadership roles in a range of contexts, for example, in leading digital learning strategies and school drama productions.
- Senior leaders support teachers appropriately to engage in annual professional reviews linked to the General Teaching Council for Scotland standards. Teachers engage in effective professional learning aligned both to school priorities and areas of practice which are of interest to them. For example, children benefit from staff's professional learning relating to play and bereavement support training. Senior leaders provide very effective mentoring to teachers to develop their professional practice. As a result, a few staff have developed professional skills which has enabled them to progress into senior leadership roles.
- The headteacher manages the strategic direction and pace of change very effectively. Senior leaders use a wide range of information to identify the school's strengths and areas for improvement, including by surveying opinions of staff, parents and children. Teachers are involved in self-evaluation activities which help them to take ownership of improvement priorities, for example in relation to digital learning. Improvement priorities for this session are rightly focused on raising attainment and improving attendance, engagement and participation. There is scope now to further involve support staff in driving forward strategic change.
- Children benefit from participating in a wide range of school committees and leadership roles. For example children have roles as house and vice captains, digital leaders and playground leaders. Through these roles, children have opportunities to influence continuous improvement. The work of the children who are equality ambassadors is particularly effective. They are leading an action plan to promote equality and diversity across the school community. This is helping to improve staff and children's understanding of diversity, equality and discrimination.
- Partners provide very effective support to improve children's engagement and social and emotional wellbeing. For example, children have benefitted over a number of years from close working of partners and staff on an expressive arts project. This has had a sustainable impact on developing children's talking skills and confidence in performing to audiences.
- Staff work with colleagues in the local learning community very effectively to enhance transitions and take forward shared improvement priorities. This is helping to build staff capacity and is contributing well to a shared understanding of standards. Transitions from nursery to P1 and from P7 to local secondary schools are very effective in supporting children's continuity of learning and wellbeing.
- The headteacher's rationale for Pupil Equity Fund (PEF) projects is based on a strong understanding of the needs of children and the local community. Senior leaders analyse a wide range of data about children's wellbeing and learning to determine the focus of spend. The headteacher consults the Parent Council about school improvement priorities and the focus of the PEF spend. There is scope now for children to have a stronger role in determining and evaluating the impact of PEF spend.

- A few members of staff use their experience and expertise in nurture and inclusion to influence change beyond the school. For example, a teacher leading nurture is involved in local authority quality assurance processes. The headteacher has a lead role in area local authority work on inclusion.

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- The very positive relationships between staff and children are underpinned by the school vision, values and aims. Senior leaders and staff have worked well together to create highly nurturing, calm, learning environments. The whole school focus on developing strategies to support children's emotional wellbeing has contributed very successfully to the development of an inclusive learning environment. Most children use the skills and strategies they learned through this progressive approach to understand and regulate their emotions. A few children in the lower and upper school access highly-effective nurture provision. As a result the behaviour of most children is very good.
- In all classes, staff use praise and positive language well to support children. In almost all lessons, teachers provide clear instructions, explanations and share the purpose of learning. This ensures that children understand what they are learning. Most teachers use questioning well to check for understanding. Senior leaders should continue to identify good practice and ensure this is shared across the school.
- In a majority of lessons, teachers use appropriate activities and tasks to meet children's learning needs. In most lessons, teachers use a range of resources and teaching approaches to motivate and engage children. In these lessons, children are provided with opportunities to develop their creativity and curiosity. Children's engagement can be impacted negatively at times when lessons are overly teacher-led and where there is an over-reliance on low level tasks, such as completing worksheets. This can also slow the pace of learning for the highest attaining children. Teachers should now provide increased opportunities to extend children's higher-order thinking and ensure all learning activities are well-matched to children's abilities. Children would also benefit from more opportunities to exercise personalisation and choice. This will help them take a stronger role in leading their learning.
- Children have some opportunities to work independently, in pairs and in groups during tasks. Most teachers make good use of digital technology, such as interactive screens and tablets to support learning. All children have access to digital technology and are confident at using digital technologies in their learning. For example, children at second level enjoy consolidating their learning through playing numeracy games. They use tablets well to create leaflets about World War Two.
- Most children talk knowledgeably about the activities they are engaged in. Almost all staff provide verbal feedback to children about their learning. Children peer and self-assess their work. Where this is done effectively, this helps children to build on their prior learning and make improvements in their work. A few teachers provide written feedback to help children improve the quality of their work. Senior leaders should now ensure all teachers provide consistently high-quality feedback, which explains what children have done well and what they

need to do to further improve. This will support children to have a greater ownership of their learning and help them to understand what they need to do to make further progress.

- Children at the early stages have regular opportunities to engage successfully in free and structured play-based learning. Teachers make effective use of spaces, interactions and resources to support learning in line with national guidance. There is a good balance of child- and adult-initiated learning through for example, the 'Cleeves Creates' play-based activities. Staff should now, as planned, continue to explore how play-based approaches can be extended across the school.
- Staff recognise the importance of outdoor learning and all children benefit from some outdoor learning experiences. Staff make good use of partners and different learning environments, such as the community garden and playground, to enhance learning. These also provide opportunities for children to apply their skills in different contexts. Staff should now progress with plans to develop approaches to support high-quality outdoor learning across the school.
- Teachers use progression pathways to plan effectively over different timescales across all curricular areas. As a result, overall children have access to relevant, progressive, and cohesive learning experiences. As a next step, staff should introduce skills for learning, life and work into the planning and delivery of lessons. This will allow children to make connections between what they are learning and the skills they are developing.
- Teachers meet on a regular basis with senior leaders to discuss the progress children are making. All staff engage in activities to understand national standards both within the school and with local schools across a range of curricular areas. Almost all teachers identify that this has enhanced their confidence using national Benchmarks when making professional judgements about children's progress at key stages.
- Senior leaders developed an assessment calendar which provides a comprehensive overview to coordinate the timings of assessments across the school. Teachers use a variety of high-quality summative and formative assessments effectively to gather baseline data and to demonstrate children's progress. Teachers use assessment information well to support their judgements on children's attainment. There is scope for teachers to better use the comprehensive information about children's progress to inform their planning of learning activities more effectively.
- Senior leaders and staff have robust systems in place to track and monitor the progress of all children in literacy, numeracy and health and wellbeing. They review, analyse, and record all additional relevant information relating to every child. Teachers participate in regular, focused meetings with senior leaders. At these meetings, teachers discuss the individual progress of all children, including those who face barriers to their learning. Staff's thorough and careful tracking and monitoring of children's progress and wellbeing needs is helping to raise attainment.

2.2 Curriculum: Learning pathways

- Children experience a curriculum underpinned by the school values of honesty, aspiration, respect, responsibility and teamwork. Older pupils are able to explain the importance of their school values within the life and work of the school. There is a strong commitment to realising children's rights and improving wellbeing throughout the curriculum.
- Staff reflect on and develop the curriculum to make sure it best meets the needs of all learners. They think creatively and look outwards to engage with other schools and partners. This helps them to access professional learning which has an impact on the quality of teaching they provide. For example, teachers have considered effective practice elsewhere in relation to developing progression pathways in technology, phonics and writing.
- Staff use structured progressive learning pathways which support children's learning well in all curriculum areas. This ensures children experience breadth and depth of learning. These pathways ensure coverage across all areas and support children to make progress. In a few classes, children are consulted to agree contexts for learning. Staff should now explore how children can have more consistent opportunities to plan and lead their own learning in all curriculum areas.
- The school embraces opportunities for children to explore and celebrate the diverse cultures and languages within the school. This includes opportunities for families to share information about their cultures and to read with children in a range of languages.
- Children experience well-planned opportunities in expressive arts. Partnerships with outside agencies, parents and staff help create exciting opportunities and projects for children to build confidence and experience success through performance.
- Staff ensure children receive their entitlement of two hours of planned, progressive physical education each week. Staff have accessed useful professional learning to make sure all children are included and can develop a range of skills.
- Children at all stages are learning French. Staff use their skills in this area to support colleagues across the school and beyond. Staff should now make sure children are receiving access to 1+2 languages.
- Children benefit from opportunities which help develop skills for learning, life, and work. As part of planned learning, they work effectively with parents and others to develop skills in cooking and gardening.
- Staff plan a wide range of opportunities for children to make effective use of the local community to enhance their learning. The school has identified the need to ensure there are regular, planned opportunities for all children to access the schools' outdoor spaces to enhance their learning.

2.7 Partnerships: Impact on learners – parental engagement

- Senior leaders are visible in the playground before and after school. This has helped to develop strong relationships with parents and provides informal opportunities for parents to speak to staff should the need arise. Parents appreciate the support and advice provided by staff when required.
- Parents benefit from regular invitations to a range of workshops, activities and meetings. For example, parents attend workshops on early literacy and numeracy. Families are regularly invited into younger children's nurture sessions to share in their child's play and learning. Parents have opportunities to learn new skills, for example, through sewing classes and a family cooking club. They have opportunities to share different cultures through celebrations of food and dance. Parents' views are sought through online surveys and through discussion at regular 'Cleeves Catch-Ups'. All of these activities provide rich opportunities for parents to support their child's learning and participate in the life of the school.
- Parents receive information about what their child is learning in a range of ways. For example, parents are invited to 'meet the teacher' nights at the beginning of term. Teachers share overviews of termly learning and examples of children's learning through an online platform.
- Parents benefit from a highly inclusive approach to transition. At P1, there is a well-established transition programme in place that is supportive and helpful for families. Children requiring additional support benefit from enhanced engagement programmes with secondary schools to support them and their families as they move from P7 to secondary school.
- The Parent Council supports the work of the school in a range of ways including through fundraising and involvement in improvement planning. A few parents would be keen to find out more about the work of the Parent Council.

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, working closely with children, parents and partners, have developed highly successful approaches to nurture and wellbeing. As a result, an outstanding ethos of inclusion permeates the life and the work of the school. Staff use their extensive knowledge of children as individuals and consistent approaches to support children's wellbeing very effectively. This results in a very supportive culture, where almost all children agree that they are supported to understand and respect other people. The school's highly effective approaches to nurture and inclusion are being shared with colleagues across the local authority to impact on outcomes for children more widely.
- Senior leaders and staff have developed a strong universal focus on nurturing principles throughout the school over the past four years. Staff apply these principles consistently to support all children. Teachers deliver weekly social and emotional learning through progression pathways. Every classroom has sensory material for children and 'calm corners'. Children benefit from daily emotional check-ins. Staff are skilled in their use of calm interactions for children who require support to moderate their emotions when upset. Older children support younger children in the playground through their roles as 'buddies' and mentors. Children are involved in quality assuring approaches to social and emotional wellbeing throughout the school. As a result of these universal approaches, across the school almost all children are supported very well to engage in learning and demonstrate respectful behaviours.
- Staff provide highly effective enhanced support for individual children through a range of targeted nurture approaches. This includes exceptionally high-quality, planned sessions for children. This is supporting younger children very effectively to develop independence, social skills and confidence. Bespoke support is provided for older children in the upper nurture group to improve their confidence and engagement with learning. Senior leaders make very effective use of partners who deliver a range of bespoke approaches and interventions, for example, in relation to outdoor learning and music therapy. These interventions are tailored to children's individual needs. Staff evaluate the impact of these approaches regularly through a range of assessments. Targets are set and shared with class teachers and parents. Evaluations show the very positive impact of all aspects of targeted nurture provision on improving children's self-management, social awareness, responsible decision making and relationship skills. The very well-developed targeted approach to nurture is an outstanding strength in the school's work.
- All classes have created their own class charters which reflect very well the school's commitment to children's rights. Children's understanding of their rights is developed effectively through regular assemblies and the work of the pupil led 'Rights Knights' committee. Children and staff make connections between children's rights, wellbeing and equalities. They talk about their rights and how this awareness of them is making a positive difference. As a result, children support each other well and have a sense of belonging within their class and school.

- Staff use well-planned health and wellbeing pathways to ensure there is appropriate coverage and depth of experiences and outcomes across year groups and levels. As a result, children's experiences are broad, progressive and meaningful. Children have a secure understanding of the wellbeing indicators and articulate well the relevance and importance of the indicators to their day to day lives. Children describe confidently ways in which they are supported to feel safe, healthy, active and nurtured. Almost all children understand the importance of feeling included and including other children when learning and playing.
- Parents participate in a range of school-organised activities which help them to support their children's health and wellbeing. For example, parents attend family cooking classes which focus on healthy eating within a budget. Senior leaders and staff offer support and share helpful information with parents to improve children's wellbeing and learning further. Parents value highly the bespoke advice and guidance staff provide to support individual children's health and wellbeing, and ongoing progress.
- Senior leaders consulted with staff, children and parents when reviewing school policies and approaches relating to promoting positive behaviour and bullying. As a result, almost all children have a strong understanding of what constitutes bullying and how those involved will be supported. Most children agree that the school deals well with bullying.
- Senior leaders and staff have a very clear understanding of statutory duties relating to additional support needs, wellbeing, equality and inclusion. All staff participate in timely professional learning to support children's needs. For example, they have taken part in professional learning on nurture principles, inclusion and trauma. Staff use this learning very well to develop a shared, strong understanding of and commitment to inclusion at every level.
- Senior leaders have developed highly effective staged intervention processes to identify and support children's needs appropriately. Senior leaders keep a helpful overview of additional support needs which is regularly updated. They plan timely interventions based on robust evaluations of children's needs. Children who require bespoke support have carefully considered plans and interventions in place with measurable targets which are reviewed regularly. Staff, parents and where appropriate partner agencies, review the impact of interventions and make necessary adjustments. As a result, almost all children who require additional support make very good progress in relation to individual targets.
- Senior leaders work closely with staff and partners to develop effective support tailored to meet the needs of children who are currently experiencing care. Senior leaders track the progress and wellbeing of care experienced children carefully and adapt planned support as required. All children who are care experienced are considered for a Coordinated Support Plan.
- Children lead several aspects of wellbeing and inclusion very effectively through their leadership roles. For example, playground buddies use their knowledge and understanding of emotional and social skills to support peers to resolve difficulties in the playground. This helps children feel safe, happy and included.
- Staff and children celebrate and value very well the cultural diversity of the school community. Senior leaders and the child-led equalities ambassador group lead this work very effectively. Through this work, children plan activities on a range of issues relating to equalities. This is helping children and parents to have a stronger awareness and respect for diversity and the importance of tackling discrimination.
- Children benefit from well-planned universal and enhanced transitions at every stage of their learning. Children coming into P1 benefit from a highly effective transition programme. Before the end of each session, children visit their next class and teacher through 'bump up' days.

These days allow them to meet and work with their next teacher. Teachers share comprehensive information about children's learning and wellbeing before transition stages. Children going to secondary school benefit from a transition programme which is planned collaboratively with the local secondary school. Effective enhanced transition arrangements are in place for those children requiring extra support. This is helping to ensure children's wellbeing and learning needs are very well supported at points of transition.

- The knowledge and experience of senior leaders and staff about wellbeing, nurture and inclusion is influencing and informing wider system change. A member of staff is involved in quality assuring nurture provision across the local authority. The headteacher shares her experience and expertise in inclusion in her role as a local authority area lead. Through this role she supports peer headteachers to develop a collaborative model of inclusion.

3.2 Raising attainment and achievement

good

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

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

Attainment in literacy and numeracy

- Overall, attainment in literacy and numeracy across the school is good. Most children who face barriers to learning, including those with English as an additional language, are making good progress from prior levels of attainment.

Attainment in literacy and English

- Overall, most children are making good progress in reading and writing. A majority of children are making good progress in listening and talking. A few children have the potential to make better progress. An increased pace of learning and level of challenge will help support a few children to achieve more.

Listening and talking

- At early level, children enjoy talking about their experiences and sharing their news with a wider audience through play and in class. They are developing their knowledge of rhyme and building their knowledge of the initial sounds they hear in words. At first level, most children are confident speaking in front of others and expressing their opinions. At second level, most children present and speak in front of larger audiences, for example at assemblies. At each stage, children would benefit from further developing their listening skills, including knowing when to take turns to talk in group discussions.

Reading

- At early level, children enjoy listening to stories and most respond to texts by answering simple questions to recall parts of the story. They are beginning to use their knowledge of sounds, letters and patterns to read words. At first and second levels, children talk enthusiastically about what they are reading. The school's work in promoting reading for enjoyment has resulted in children showing a love of reading and being able to make specific choices about what they like to read. At second level, children are continuing to develop their confidence in responding to literal and inferential questions about texts. As a result of the school's planned work to develop reading fluency, the majority of children are reading with increasing confidence, fluency and expression at first and second level.

Writing

- At early level, children are beginning to learn how to form letters correctly. A few are underwriting and write a sentence with support. There are useful opportunities during play for children to continue to develop their writing skills. At first level, the majority of children write independently and use appropriate punctuation. They have opportunities to write for different purposes, including sets of instructions for others to follow. At second level, children produce writing using their imagination, to express views and to share information with others. They have a good understanding of similes, metaphors and use these to make their writing more engaging. Children benefit from working with authors and poets, who model writing and

support them to further develop their writing skills. Staff should now make sure writing tasks meet the needs of all children, building on their prior learning. It will be important to ensure that writing tasks are sufficiently engaging and challenging to support a few children to make faster progress.

Numeracy and mathematics

Attainment in numeracy and mathematics

- Overall most children are making good progress in numeracy and mathematics.

Number, money and measure

- Most children who have achieved early level, identify coins to £2. They confidently count forward to 30 from any number. Children would benefit from increased practise in recall of addition and subtraction to 10. At first level, children round numbers to the nearest 10 and 100. They read a variety of scales on measuring containers. Children confidently tell the time using half past, quarter past and quarter to, using both analogue and digital clocks. They would benefit from more practise using word problems. At second level, children simplify fractions and calculate fractions of a given number. They are aware of negative numbers and confidently relate how these are used for example, in relation to temperature. Children need to develop their understanding of how to measure the perimeter and area of a shape.

Shape, position and movement

- At early level, children correctly use positional language such as in front, and behind. They are less confident when using left and right to support their understanding of direction. At early and first level, children recognise two-dimensional shapes and three-dimensional objects. They create and recognise symmetrical pictures and patterns. At first level, children should develop their understanding of right angles. At second level, children use coordinates to locate points on a grid. They would benefit from exploring the relationship between three-dimensional objects and their nets. Children are aware of the properties of complementary and supplementary angles.

Information handling

- At early level, children use different properties such as colour and shape to match and sort items in different ways. Children are aware of the variety of ways to display data, such as tally charts and bar graphs. At second level, children describe how to gather information and represent this in different ways. They should further develop their ability to analyse data and recognise that the presentation of data may be misleading. They use the language of probability well to describe the likelihood of events.

Attainment over time

- The school has a range of information about children's progress over time in literacy and numeracy. This shows that progress in attainment over time has been variable but is now improving for the majority of children. Senior leaders should work with staff to identify strategies to raise attainment, recognising the impact of high-quality teaching on the progress children make. This will help to ensure all children make their best possible progress as they move through the school.
- Senior leaders have well-established processes to monitor and track whole school attendance. A minority of children are attending school for less than 90% of the time. Senior leaders are aware of individuals and families for whom poor attendance is a concern. Senior leaders provide appropriate supports and interventions to help improve children's attendance. Senior leaders should continue to take steps to support improvements in attendance for children with low levels of attendance.

Overall quality of learners' achievements

- The school community celebrates children's successes and achievements during school assemblies, on social media and on the newly established 'Cleeves' Achieves' tree. Children are proud of what they achieve and can talk confidently about these achievements. Senior leaders track children's achievements across the school. Senior leaders use these trackers well to identify and support equity of experience for children.
- Children benefit from participation in activities such as school shows, 'Cooking Kitchen', Burns Supper and athletics. These enable children to engage in new experiences, build confidence and experience success. Children enjoy having a range of roles and responsibilities including as house and vice-captains, equality ambassadors and as 'buddies' for younger children. Through these roles, children are developing valuable skills for learning life and work such as teamwork, leadership and communication skills. Staff should now work with children to help them understand the skills they develop through their involvement in these activities and roles.

Equity for all learners

- All school staff have a strong understanding of the socio-economic context of children and the range of barriers to learning many children experience. Staff plan and provide a wide range of opportunities for children in and out of school which help to enrich their wider experiences. They ensure financial constraints do not prevent any children from engaging in opportunities for learning and achievement.
- Senior leaders use PEF to provide enhanced universal and targeted support for children. Additional teaching staff and a range of interventions, including music therapy and trauma-informed support, are improving children's wellbeing, engagement, confidence and attendance. Staff should continue to evaluate the impact of interventions and approaches. They should make sure there is a clear understanding of how these are helping to accelerate progress in attainment.

Practice worth sharing more widely

- The whole school approach to nurture is underpinned by staff's very strong understanding of nurture principles. Consistently applied, universal approaches to nurture are developing children's social and emotional learning very well. Examples of successful approaches include use of structured routines, group activities fostering empathy and emotional regulation strategies embedded into daily lessons. Key practices include regular professional development sessions and collaborative planning, which fosters a shared vision of child-centred support. Highly effective nurture teachers provide enhanced wellbeing support for individual children through well-planned interventions and nurture-focused activities. This is impacting very positively on children's wellbeing, readiness to learn and achieve.

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.