

Summarised inspection findings

Braidwood Primary School

South Lanarkshire Council

01 May 2018

Key contextual information

Braidwood Primary School is a rural school and is part of the Carluke Learning Community. The school moved into a new building at the end of 2015. The headteacher took up post in May 2017 following the retirement of the previous headteacher. At the time of the inspection there were 157 children in the school, split across 7 classes.

1.3 Leadership of change

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 whole school community were involved in reviewing the school's vision, values and aims at the end of last session. The school's aim, 'be the best you can be', and supporting vision and values statements are prominently displayed throughout the school. These underpin all aspects of school life. Children are encouraged to apply the school's values of trust, happiness, friendship, respect and responsibility. Regular assemblies, and the presentation of value wristbands to those exemplifying the values, ensure that children have a strong understanding of them. Children speak confidently about how they have applied the school's values.
- As a result of the effective leadership provided by the headteacher, change is well-considered and is based on robust data and self-evaluation evidence. Despite being in post for less than a year, the headteacher has quickly established a culture where quality professional dialogue takes place. She is held in very high regard by parents and staff, and has quickly established a very strong understanding of the children, the school and the community it serves. There is strong evidence that the headteacher listens to, and values, the contributions provided by all members of the school community. The 'you said, we did', display board in the entrance foyer shows what actions have been taken as a result of these contributions. Leadership of change is managed at an appropriate pace, and is prioritised to meet the identified needs of the school.
- All staff are committed to working as a team and have a shared aspiration for the school and its community. They have a strong understanding of the social, economic and cultural context of the school and use this to inform school improvement. The introduction of 'Learning Family Leaders' has increased the range of leadership opportunities at all levels. Staff, children, parents and partners all contribute to leadership by taking responsibility for specific aspects of the work of the school. For example, the introduction of 'master classes' is enabling support staff to take leadership roles within the master class programme while the new 'house system' has increased the range of leadership opportunities for pupils.
- Leadership of the strategic planning of change takes due account of national and local priorities. The school improvement priorities are appropriately focussed on raising attainment in literacy, numeracy and health and wellbeing. Based on a robust analysis of data, the school's use of Pupil Equity Funding (PEF) is targeted, and has a clear focus on raising

attainment in literacy. Effective tracking systems are in place to ensure planned interventions improve outcomes for children, particularly those facing barriers to learning as a result of their socio-economic background. Early indications show that children receiving targeted support are benefiting from the interventions being supported by PEF funding.

- The priorities set out in the school improvement plan are based on the outcomes of effective self-evaluation processes and a range of data. Progress is monitored and tracked, both formally and informally, on a continual basis. A quality assurance plan is in place, which includes learning walks, learning conversations, peer observations and the sharing of practice. A range of data is regularly reviewed. As a result, senior leaders maintain a strategic overview of the experiences and outcomes of children. Increasing the level of engagement with 'How good is our school (4th edition)' will strengthen further the school's approaches to self-evaluation. There is scope to increase the involvement of partners in shaping school improvement.
- Under the clear direction of the new headteacher, the implementation of the improvement plan is resulting in improved outcomes. Despite a significant increase in the pace of change this session, all staff feel that the level of change has been proportionate and manageable. Although at a very early stage of development, approaches to raising attainment in literacy are beginning to show signs of success. Moving forward, the school should ensure that progress is sustained.
- Professional dialogue is a central feature of school life, ensuring that all staff contribute to school improvement. All staff benefit from an annual professional review and development meeting. There are strong links between professional learning and school improvement priorities. Some staff are involved in practitioner enquiry, measuring the effectiveness of new initiatives, such as the introduction of 'mindfulness'.
- A range of effective strategies are used to monitor and evaluate the impact of change on outcomes for learners. Children are actively involved in this process. The introduction of 'Let's do lunch' and 'captains surgeries' have increased the level of children's contribution to school improvement. The introduction of 'master classes' is providing all children with opportunities to work across the school in a range of activities. There is significant scope to develop this further, incorporating leadership opportunities for all children on a regular basis.
- Feedback leaflets keep staff informed about key developments and the outcomes of their contribution to the evaluation of progress. The introduction of weekly meetings between the headteacher and support staff is ensuring the whole staff team feel consulted about all aspects of school life and understand their contribution to development priorities. Improved systems of communication with parents, including the introduction of an 'app', has been very well received. Parents have welcomed the increasing opportunities they have to share their child's learning in school. Moving forward, there is scope to involve the Parent Council more in the school improvement planning process.
- Good account has been taken of the need to reduce levels of bureaucracy when implementing change. For example, renewed approaches to curriculum planning has reduced bureaucracy for teachers. All teachers feel they now have more time focus on learning and teaching, and children are benefitting as a result.

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

- Across the school there is a very positive, caring and nurturing ethos. Mutual respect for all children is evident in the strength of relationships throughout the school community. As a result, almost all children are enthusiastic and eager to learn. Children know their views are valued and their ideas will be considered and acted upon. Very high standards of behaviour throughout the school are enabling children to focus on their learning.
- The creation of a whole-school charter by the children through their work on Rights Respecting Schools has had a significant impact on the life of the school. Through this work, the school has created their school values, curriculum rationale and promoted their school aims. The charter is embedded across the school and further enhances the positive and respectful ethos.
- Almost all children across the school engage very well with their learning. They listen attentively and respectfully to staff and to their peers. In almost all lessons observed, children displayed very good levels of concentration, were highly motivated and stayed on task. They worked effectively in pairs, groups and as an individual.
- Children are benefitting from an increasing number of opportunities to take responsibility at both class and school level. Children talk with pride about the skills they are developing, and the contributions they are making, through these roles. They are starting to connect these skills to the world of work. Building on these skills and attitudes, the school is well placed to develop further opportunities for children to lead their learning. More opportunities for personalisation and choice should be provided. Opportunities to learn through play are very limited and should be developed further, particularly in early years.
- Across the school, digital technology enhances children's learning and, in the best practice, is being used innovatively. For example, P6 are demonstrating their learning about growth mindsets' through the creation of digitally produced animations. Partnership working with Carlisle High School is supporting the development of coding skills with P7 pupils. This is helping to build capacity with staff and pupils to share and develop these skills further at Braidwood Primary.
- The school grounds and surrounding environment provide a wide variety of opportunities to support outdoor learning. For example, woodland scavenger hunts and taking digital images of the local pond to stimulate writing have enriched learning. Building on this good practice, we have asked the school to use their local environment to best advantage. By so doing, children will be able to extend and transfer their learning in different contexts, increasing its relevance and enhancing the development of skills for learning, life and work.

- The consistency of teaching approaches across the school has been improved as a result of strategies being implemented to raise attainment. This is particularly evident in the teaching of reading and writing. In a few lessons observed, learning and teaching was of a very high standard. In almost all lessons, teachers shared the learning intentions and success criteria with their classes. A few teachers co-create success criteria with children which is helping them identify what they need to do to improve and become more successful. The effective use of higher-order questioning is supporting and extending children's learning in most classes. This is particularly strong at the upper stages. In best practice, plenaries are used well to review learning and children are actively involved in identifying next steps to inform future lesson planning. Although teachers provide a range of oral and written feedback, there is scope to develop further the use of formative written feedback. Teachers are well placed to continue to develop their practice.
- Most children are regularly engaged in setting personal learning targets. This is undertaken on a weekly basis, providing regular opportunities to review their own progress with their teachers and parent/carer. To improve children's understanding of their areas of strength and next steps in learning, and to ensure sufficient challenge, we have asked the school to review its approach to target setting and profiling.
- The school uses a range of formative and summative assessments to contribute to discussions on children's progress and inform planning. Although teachers are aware of the different needs within their class as a result of assessment, this is not always reflected in the level of differentiation provided. Children are regularly involved in self and peer assessment. Termly meetings with class teachers and senior leaders allow for the early identification of issues and for support strategies to be implemented. Additional staffing funded by PEF, and support assistants, provide targeted learning experiences for children needing additional support or increased challenge.
- Moderation activities in reading and writing have increased teacher's confidence in their professional judgements in relation to Curriculum for Excellence levels. This is helping staff develop a shared understanding of standards and is improving consistency across the school. The headteacher and staff track children's attainment in mathematics, reading, writing, listening and talking and health and wellbeing. The school should continue to consider ways to challenge the more able children across all stages. The majority of children would respond well to increased challenge within the classroom. As planned, staff should continue to engage in moderation activities, both within the school, the Carluke Learning Community and beyond.
- The introduction of revised planning formats this session is providing clearer progression in learning across all areas of the curriculum. All teachers feel this streamlined approach is providing a more coherent curriculum. Still in its implementation phase, staff should continue to monitor and review planning approaches to ensure they are delivering positive outcomes for children. The needs of children with additional support needs are well met. By developing the use of measurable targets within individual education plans, staff will enhance the effectiveness of measures used to identify progress and next steps.

2.2 Curriculum: Learning and development pathways

- Led by the headteacher, the school has recently refreshed its curriculum rationale in line with the revised vision and values, which permeates across the life and work of the school. This reflects the four contexts for learning. Best practice across the school of linking the local community and environment to enrich the learning has provided rich learning opportunities for the children. For example, the use of digital photography to create images in Braidwood Pond was used as a stimulus for writing poetry by P4. The class then visited Woodhurst Nursing Home to share their poems with the elderly residents. The school is well placed to increase these opportunities and to embed them in the curriculum to reflect the uniqueness of Braidwood Primary School.
- The headteacher and staff have developed progression pathways for all curricular areas. These curriculum pathways ensure coverage of experiences and outcomes. Staff are beginning to assess all areas of the curriculum through their Say, Make, Write and Do folders. There is scope to extend these assessments to include literacy, numeracy and health and wellbeing across the curriculum. A few of the contexts take good account of the school's unique context but there is scope to refresh some of the contexts.
- All teachers are planning for outdoor learning and sustainability. There is a master class in gardening and plans are in place to develop a school orchard and garden. An Eco Committee has recently been established. There is now a need to build on the good practice identified and to ensure this is extended throughout the school and embedded in the curriculum.
- All classes are using a range of digital technology to enhance their learning. Commendably, some staff are utilising opportunities to increase the capacity and skills of the school community. There are master classes in coding and animation as well as the use of e books during focused reading sessions. The school is well placed to continue to extend this good practice.
- The school has positive relationships with a range of partners such as the Ham and Jam Choir Festival, Wishaw General Hospital, a mobile network and Lanarkshire Credit Union. In the best practice, staff have integrated these experiences into flexible learning pathways and embedded them in the curriculum. The school is well placed to further links with business and partners and further develop opportunities for skills, life and work and to continue to promote equality and diversity.

2.7 Partnerships: Impact on learners – parental engagement

- The school has strong relationships with parents/carers and the community. Parents/carers speak highly of the approachability of the headteacher and her efforts to engage them more fully in the life of the school. Parents/carers are actively encouraged to use their skills and expertise to increase opportunities for the children.
- There is regular communication with parents through daily home-school diaries, monthly newsletters and the school website. Communication has been enhanced by the introduction of an 'app' which allows for news, events and messages to be shared between home and school.
- Family learning events are strategically planned to optimise opportunities for parents to attend events at different times of the year. The addition of a series of 'house learning events' over four afternoons was very well received by parents and children and will now take place every term. 'Book, Bite and Blether Club' welcomes P1 families into the school library to use the literacy resources. These approaches are developing a shared understanding of strategies used to increase attainment in literacy and numeracy and should continue to be developed.

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 **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

- The school provides an environment and ethos that is warm, welcoming and nurturing. This ethos reflects the school's vision, values and aims. Relationships between staff, between staff and children, and between children, are very strong. As a result of the introduction of opportunities for children from different year groups to work together, relationships across the whole school community have been strengthened further. For example, through weekly 'master class' sessions and house activities. Most children feel confident that if they have a worry or a concern, they have someone in school they can talk to.
- Standards of behaviour are very high, and almost all children are motivated and engaged in their learning as a result. The Promoting Positive Behaviour Policy has recently been revised and children have a clear understanding of the school's expectations and procedures. Peer Mediators have just been introduced. At the time of the inspection P6 Peer Mediators had just completed their training and were in their first week of providing support to P1 to P3 children.
- Staff and children have a good understanding of the wellbeing indicators. Children have opportunities to evaluate their own wellbeing using the indicators. Almost all can say how these relate to them. In pre-inspection questionnaires, all children said they feel safe in school. As planned, the school should continue to engage children in using the wellbeing indicators, enabling them to monitor progress in relation to their wellbeing.
- As a result of the development of rights education over the past two years, almost all children understand their rights and know how to exercise them. The school's Rights Group is enabling children to take a leading role in developing understanding of rights and responsibilities across the school. As planned, the school should continue to embed rights in all aspects of school life.
- The provision of support for children's emotional wellbeing is being strengthened. Mindfulness sessions have been introduced. Still in the early stages of development, mindfulness will form the subject of a professional enquiry so that its impact can be determined. Plans to introduce 'Seasons for Growth' are well underway, with potential participants for the introductory group having been identified. P7 buddies support P1 children through the transition process and in a range of learning experiences. The introduction of weekly paired reading between P2 and P5 is strengthening relationships between year groups.
- Most children are involved in active school clubs. Supported by a number of partners and parents, there are a range of extra-curricular activities taking place. By tracking children's involvement in school clubs, the school is able to monitor and remove barriers to participation. The school should continue to develop opportunities for children to get regular exercise.

- A progressive health and wellbeing planner is in place and supports the development of skills across the school. Opportunities are provided to ensure that children learn vital life skills. For example, in partnership with Wishaw General Hospital, all children have received training in CPR. Children learn about staying safe when using the Internet. Whole-school events such as 'health week' and 'wellbeing week' provide opportunities for all children to engage in a wide range of activities. Weekly assemblies regularly feature a wellbeing focus such as 'coping with worry'. By improving the facilities available to support food technology, the school will be better placed to enhance learning around healthy eating.
- As a result of regular training and guidance, all staff understand, and apply, the statutory requirements and codes of practice in relation to child protection. Robust systems and processes are in place to support child protection procedures.
- The school should review its programme for religious observance to ensure it complies with statutory requirements. A weekly lunchtime Scripture Union club is provided.
- Over a third of entrants to P1 are placing requests. As a result, the headteacher takes due account of equity of opportunity when planning the P1 induction process, particularly with regard to the timing of events. A programme of transition events are in place for children transferring from primary to secondary. Plans are in place to provide a learning cluster residential experience for the first time next session. This will benefit the current P6 children and support the development of new friendships prior to starting secondary school. Systems are in place to support children in need of enhanced transition to secondary school. The school is aware of the need to review approaches to P7 profiling.
- Children have opportunities to explore diversity and equality through the curriculum. Themes such as 'refugee week', dyslexia awareness and anti-racism are featured through school assemblies.
- Effective systems are in place to monitor and track the progress of children with additional support needs or barriers to learning as a result of the social economic background. Interventions, including those funded by PEF, are improving outcomes for children. By improving the quality of short-term targets within individual education plans, the effectiveness of measuring progress and identifying appropriate interventions will be improved.

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
- equality for all learners

Overall attainment in literacy and numeracy

- Based on a range of assessment data and professional judgement, supported by participation in moderation activities, the school predicts that almost all pupils across the school are making good progress from their prior levels of attainment in literacy and English, and numeracy and mathematics. Almost all children are predicted to achieve their expected levels in listening and talking by June 2018. At P1 and P7, most children are predicted to achieve expected levels in both reading and writing. Attainment is strongest at P4, with almost all children predicted to achieve first level in reading and writing. Across the school, most children are predicted to achieve expected levels in numeracy and mathematics. These levels are above the local and national average. A range of inspection activities including classroom observations, sampling work and sample groups indicates that these predictions are ambitious for early level and are on track for first and second level.
- School tracking data indicates that almost all children in P2 and most children in P3, P4, P5 and P6 are on track to achieve expected levels in literacy and numeracy. Standardised assessments indicate that children across most stages have the capacity to be challenged further. Consideration should be given to this, particularly in the upper stages, so that appropriate planning and learning opportunities are provided to enable all children to reach their full potential.
- The school has a very good understanding of identified groups of learners with additional support needs and effectively tracks the impact of strategies being used to support these children.

Attainment in literacy and English

- Overall, progress in literacy and English is good, particularly at the middle and upper stages of the school. The introduction of a consistent and progressive approach to teaching reading and writing is evident across all classes.

Listening and talking

- Across the school, most children are making very good progress in listening and talking. Progress is strongest at first and second level. Having watched a short film, most children at early level can share their observations with a partner. At first level, almost all children can respond appropriately to others in a suitable way. During inspection activities, children responded confidently to questions asked of them. Responses were detailed and relevant. By second level, almost all children can contribute a number of relevant ideas, information and opinions when engaging with others. They are able to justify their opinions and build on the contribution of others.

Reading

- Children are making good progress in reading across the school, particularly at upper stages. Reading for enjoyment is being supported through participation in the First Minister's Reading challenge. The 'Book, Bite and Blether' club is engaging families in shared reading experiences. As a result of development work undertaken in line with the school improvement plan, there is a strong emphasis on the teaching of reading strategies. Most children speak confidently about these and can provide examples of how they use them to support their work. At early level, most children can hear and say the sounds made by individual letters. At first level, most children can explain their preference for particular texts and authors. They can make predictions about the story using the illustration and blurb on the cover. By second level, most children can identify the purpose of a text with suitable explanation. They can identify the key features of language used by the author. The use of whole class novels should be closely monitored to ensure that texts are meeting the needs of all pupils, particularly the most able.

Writing

- Children are making good progress in writing. The introduction of a consistent approach to the teaching of writing across the school is evident in all classes. As a result, children have opportunities to write across a range of genre and for a variety of purposes. Author visits are helping inspire children to write. Opportunities to write for enjoyment in a range of play, imaginative and real contexts should be developed. At first level, almost all children can create a variety of texts for different contexts, including the use of digital technology. By second level, most children can write at length, across a range of genres, using a range of punctuation appropriately.

Attainment in numeracy and mathematics

- Overall attainment across the school is good.

Number, money and measure

- Children are developing their understanding of place value and number processes across the school. At early level, most children are able to count on and back in ones to add and subtract. They identify and recognise numbers from zero to twenty. At first level, most children can add two and three digit whole numbers. They use their knowledge of multiplication and division facts to support their calculations and solve problems. Children are able to estimate volume using litres and millilitres and accurately interpret different scales and measurements. This was used effectively to estimate and measure the volume of melting snow during the inspection week. At second level, most children can use knowledge of equivalent forms of common fractions, decimals fractions and percentages. They can apply this knowledge to solve problems. Most children can compare costs and determine affordability within a given budget.
- The school's 'Savvy Savers Club' is helping children develop skills in managing their personal finances from an early age. Supported by a local credit union and a group of parents, P6 children take responsibility for this weekly savings club. This is enabling them to develop their learning through participation in a real-life context.

Shape, position and movement

- At early level, most children can recognise and describe common two-dimensional shapes. Most children at first level can identify symmetry in patterns and create designs with more than one line of symmetry. At second level, most children can estimate, measure and draw a range of angles accurately. They are able to transfer their learning, enabling them to digitally display different angles using coding.

Information handling

- Most children working in first level are able to use digital technology to create bar graphs. They are able to collect and display information and draw conclusions from the information gathered. Children working in second level are able to use survey questionnaires to present their results in a bar graph.

Problem solving

- In senior classes, children are gaining confidence in a range of problem solving approaches. In the best practice, this approach is embedded and children are confident and competent at working in groups to work out effective strategies to solve problems. Building on this good practice, problem solving should continue to be developed across the school.

Attainment over time in literacy and numeracy

- Attainment in literacy and numeracy has been consistently good over the last three years. The monitoring and tracking of children's attainment is well embedded in practice and is being used to identify areas for improvement. Based on their analysis of attainment data, the school has identified the need to develop further its approaches to the delivery of numeracy and mathematics across the school. The major focus on raising attainment in literacy this year is improving the consistency of approaches used at all stages. As planned, the staff should continue to monitor and track the impact of these developments, ensuring that they raise attainment for all. There is scope to increase the level of challenge for the more able.

Achievement

- Children's achievements in and out of school are recognised and celebrated regularly. The termly achievement assemblies provide an opportunity for pupils to share their successes in front of their peers and their parents. By tracking children's achievement, both within and out with the school, senior leaders are able to identify and remove any barriers to participation for individual or targeted groups of children.
- Children across the school are developing confidence in leadership skills through the different committees and leadership opportunities. P7 are proud of their role as buddies to the P1 pupils. There is scope to extend the range of leadership opportunities to include all children.
- Opportunities to engage in a wide range of sporting and cultural activities are provided through lunchtime and after-school clubs. Most children participate in these.
- Achievements are tracked systematically and any gaps are identified and interventions implemented. The school is well placed to track skills development from children's participation in extra-curricular activities and leadership roles.

Equity for all learners

- Ensuring equity of success and achievement for all children is a school priority. The school has a strong understanding of children facing barriers to learning such as those with additional support needs, or as a result of their social economic background. The effective monitoring and tracking of children requiring additional support is ensuring that interventions are timely and meet the needs of children. All children facing barriers to learning are either making or exceeding expected progress.

Setting choice of QI: 1.1: Self-evaluation for self-improvement

- collaborative approaches to self-evaluation
 - analysis and evaluation of intelligence and data
 - impact on learner' successes and achievements
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- The views of staff, children, parents/carers and partners are valued and encouraged by the headteacher. As a result, a strong ethos of teamwork is evident throughout the school. The leadership approach taken by the headteacher has supported the creation of a culture where self-evaluation is a central feature of the life of the school. All staff and children regularly engage in both formal and informal self-evaluation activities to measure the impact of school developments. The introduction of weekly meetings for support staff has increased their level of involvement in self-evaluation processes. Parents/carers have regular opportunities to support improvement by participating in a range of formal and informal activities.
 - Pupil participation is a strong feature of school self-evaluation. For example, house captains gather feedback about changes using a 'know/think/feel' and 'I think we should now' format. This is enabling senior leaders to monitor the impact of developments in relation to writing, reading and 'rights' education. Children speak confidently about their contribution to school improvement. They are also regularly involved in reviewing their own learning.
 - The 'you said, we did' display demonstrates the impact of suggestions and ideas raised by staff, parents/carers and children. This, in addition to improved systems of communication for parents, is helping all members of the school community understand how their views are being used to inform school improvement.
 - A quality assurance calendar ensures that, across the year, there is focussed attention on monitoring and evaluating learning and teaching and children's progress and achievements. The systematic collection of a range of data is used to inform school improvement. Staff are increasingly involved in moderation activities and are developing a shared understanding of standards. This is increasing staff confidence in their professional judgement and improving consistency across the school.
 - Staff work very effectively as a team and are keen to share good practice. Visits to other schools, and partnership with colleagues from the Carluke Learning Community, provides opportunities for staff to reflect on their own practice and learn from the experiences of others. All staff understand the need to be outward looking and opportunities for good practice visits to other schools are provided to both teaching and support staff. Professional learning opportunities are closely linked with the school improvement priorities.
 - Consideration is given to ensuring that monitoring, tracking and evaluating is manageable. The headteacher has taken significant steps to ensure that levels of bureaucracy have been reduced, particularly in relation to planning.
 - Senior leaders regularly engage teachers in conversations to analyse and use data. There is particular focus on literacy and numeracy, reflecting the key development priorities within the school. These conversations track the progress of all learners in addition to providing a strategic overview of the school progress in relation to closing the attainment gap and raising attainment and achievement.

Explanation of terms of quality

The following standard Education Scotland terms of quality 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.