

Summarised inspection findings

Cranhill Primary School

Glasgow City Council

5 November 2024

Key contextual information

Cranhill Primary School is a non-denominational primary school in the Cranhill area of Glasgow. At the time of the inspection, the school roll was 187 children across seven classes from P1 to P7.

The headteacher was appointed to the substantive post in June 2023, following a period of eight months as acting headteacher. The headteacher is supported by two principal teachers and a part-time acting principal teacher. The acting principal teacher has a 0.6 full time equivalent class teaching commitment. In August 2024 there was significant staff turnover with four new teachers joining the teaching team.

In session 2022/23, there was 88.2% attendance, which was below the national average. Most children live in Scottish Index of Multiple Deprivation (SIMD) areas 1 and 2. Approximately 66% of children in the school require additional support.

1.3 Leadership of change	good
<p>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:</p> <ul style="list-style-type: none">■ developing a shared vision, values and aims relevant to the school and its community■ strategic planning for continuous improvement■ implementing improvement and change	

- Since the headteacher joined the school, he has helped to drive forward school improvement. He has high expectations for all staff and children and prioritises improving outcomes for all children. His expectations draw on his clear understanding of the social, economic and cultural context of the school. The headteacher’s aspirations for the school are shared and well supported by the senior leadership team and by all stakeholders. Staff value and speak positively about the changes that have taken place since he took up post. They are motivated to work together collegiately to develop their skills to meet the needs of the community.
- The school’s vision, values and aims were reviewed last year. Parents, children and staff feel these are still relevant to the current context and in line with their aspirations for the school community. Staff regularly reflect on the school values with children in their day-to-day work, house groups, assemblies and through displays. As a result, children understand the school values of trust, achievement, respect, commitment and kindness well. They are evident in their daily interactions and relationships. Children know the school motto ‘Every Child Matters, Every Moment Counts’ well. This motto articulates clearly and simply the ambition of the staff to include and nurture every child. Senior leaders should continue to discuss the values and motto regularly with stakeholders.
- The headteacher’s strategy to support school improvement fully involves all stakeholders. All stakeholder groups express confidence in the positive changes and aspiration for improvement demonstrated by all staff. For example, parents, children and partners spoke positively about the recently introduced restorative approaches and how these have resulted in a happier, calmer and inclusive school environment.

- Senior leaders regularly monitor the work of the school. They have created and implement a robust quality assurance, self-evaluation and moderation policy and calendar. This outlines the range of approaches used to effectively evaluate the quality and impact of children's learning experiences. Senior leaders provide feedback on learning and teaching to individual staff and ensure action is taken as a result of this feedback. This is resulting in improvements in the quality of learning and teaching.
- Collectively, staff use the feedback from quality assurance to identify appropriate and carefully planned areas for school improvement. The school improvement plan has a clear rationale for the improvements identified. Previous priorities to embed nurturing approaches and focus on children's emotional wellbeing were well placed. As a result, children feel well supported and engagement in learning has improved. Staff have rightly identified the need to continue to increase attainment in literacy and numeracy and embed further an inclusive and equitable culture. These priorities link well with those of the local authority. Senior leaders plan carefully the pace of change so that it is manageable and sustainable. They should ensure identified outcomes are clearly measurable. This should allow staff to measure and monitor more robustly the overall impact of new initiatives and changes to practice.
- Senior leaders have begun to involve children in auditing aspects of learning and teaching. For example, after classroom observations they hold learning conversations to ask children for feedback on their learning experience. As planned, staff need to embed further this approach and ensure that children have a greater voice in influencing their learning. Senior leaders also seek parental feedback to support their evaluation of the work of the school. They should ensure that parents are fully aware of how their feedback is used to support school improvement.
- Staff value and undertake professional learning that links specifically to the needs of children and to the school improvement plan. They speak enthusiastically about how their professional learning has impacted on their practice and improved how they meet the needs of children. For example, staff have amended their approach to support children as a result of their professional learning on restorative approaches. Staff have identified the need to improve attainment in writing. They are enthusiastic about current plans for professional learning in a national writing programme. This should provide an opportunity for teachers to engage in professional enquiry, small tests of change and have an increased role in leading aspects of school improvement.
- Staff engage in professional reflection and are receptive to new ideas. They work very well with partners, including local authority staff, to take forward development work. For example, staff worked alongside a range of educational professionals from the local authority on a collaborative improvement. The aim of this work was to improve the learning and teaching of numeracy and mathematics. As a result, teachers across the school have increased their use of active learning strategies in numeracy and mathematics. Teachers are proactive in seeking advice and support from a wide range of partners. They work closely with colleagues across their learning community in moderation activities and in sharing practice. As a result, teachers' professional judgements of children's attainment and achievement are now more accurate.
- Teachers are taking on an increasing range of leadership roles across the school. For example, leading improvements on the use of digital technologies and play. They value the trust the headteacher has in them to improve the school and their practice. Teachers work well together, share ideas and plan together to improve approaches to learning and teaching. This includes effective work on improving the learning and teaching of reading.
- Senior leaders actively seek and act upon the views and opinions of children across the school. They value children's views and have introduced systems to ensure that children have

increased opportunity to lead change. The school parliament and groups such as house groups, eco-warriors and sports leaders provide forums for children to identify areas of improvement and take action to influence the work of the school. For example, the school parliament identified the need to improve children's experiences at breaktimes. This resulted in the purchase of playground equipment and the sports leaders running lunchtime activities. Children report that these changes have had a positive impact on their experience in the playground. As planned, staff should continue to develop and increase children's opportunities to reflect on and improve the work of the school. Children and staff should monitor the impact of leadership groups and ensure this is shared with the wider school community. This should support children and parents to better understand how these groups are leading to school improvement.

- Almost all staff share a common understanding of the social, economic and cultural context of the school community. They know children, families and their personal circumstances very well. They use this to inform the use of Pupil Equity Fund (PEF) well to raise attainment in literacy and numeracy and support wellbeing. Senior leaders should now engage parents and children in discussions about the use of PEF. This will help to ensure that their views inform decision making. Senior leaders have recently developed systems to identify, track and monitor the attainment of selected individuals and groups. They should now begin to measure the impact of interventions on closing the poverty related attainment gap over time.

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

- There is a very positive ethos within Cranhill Primary School. Relationships between all staff and children are caring and respectful. Staff have a strong understanding of the school's context and know their children and families well. Staff and children are proud of their school.
- Almost all children are well behaved. Staff have embedded a nurturing approach across the school. This impacts positively on engagement and creates a highly inclusive learning environment. Almost all children follow instructions carefully, listen attentively and interact positively with adults and each other. A few children benefit from sensitive and calm support from staff to manage any dysregulated behaviour. This ensures minimal disruption to learning and teaching.
- All staff provide well organised and purposeful learning environments. Almost all children are motivated to learn and focus well on activities in pairs, groups and individual tasks. In a minority of classes, where lessons are overly teacher-directed, a few children can disengage from learning. Staff should ensure that all learning activities are appropriately challenging in order to fully meet the needs of all children.
- Senior leaders have developed a well-resourced indoor learning environment, which includes a newly refurbished library. Teachers plan regular visits to the new library where children access a wide range of reading materials regularly. This is supporting well a culture of reading. Staff should now consider how they can make best use of the outdoor environment. This should develop children's understanding of the natural world and provide a wider range of more creative learning spaces.
- Teachers and children have all developed class charters linked to children's rights. Overall, children are able to articulate their rights and give examples of what they mean and how they are relevant to their lives.
- Most teachers use digital technology well to support and enhance learning. Almost all children use tablets independently to access learning. Most children can access numeracy games on online platforms to extend and consolidate their learning. The majority of older children have experience of coding using different hardware. In a few lessons children access additional resources through the use of matrix bar codes. As a result, children are improving their skills in digital literacy. Children who require additional support would benefit from a greater use of assistive technology to support them with their learning.
- Children at the early level enjoy having regular opportunities to learn through play. Staff in the early years plan together to create a purposeful, play-based environment known as 'The Street'. Children are motivated and engaged by this environment and are developing their skills in literacy, science, technology, engineering and mathematical skills well as a result. Staff

monitor play closely and use their observations of children's learning to identify next steps for individual children. They encourage children to reflect on their experiences back in the classroom using digital images.

- In the majority of lessons, teachers provide children with clear explanations and instructions. Almost all teachers use closed questioning well to gauge children's understanding and recall. Teachers should develop further their use of effective questioning to improve children's higher order thinking skills.
- All teachers share clearly the purpose of learning and what children are required to do to achieve success. In a few lessons children are involved in co-creating what success will look like. Staff should build on this positive practice and ensure children regularly reflect on their progress against agreed criteria. This should allow children to develop a better understanding of the progress they are making with their learning. Most children have personalised targets to support their next steps in learning. Teachers should support children to re-visit their targets at regular intervals and take increased responsibility in meeting these. This should help children identify their successes and next steps.
- Senior leaders have developed a clear assessment calendar which is integral to planning learning and teaching. It outlines clearly when summative assessments are used to measure children's progress. Senior leaders analyse summative data generated from assessments, such as National Standardised Assessments for Scotland. They use this analysis well to discuss children's progress with teachers. They look at individual children's progress and carefully plan next steps in learning. Most teachers employ a range of formative assessment strategies to monitor children's learning. Staff should work together to ensure these approaches are used consistently across the school.
- Teachers participate in moderation activities both in school and with others across the learning community. As a result, they are more confident and accurate with their professional judgements regarding children's attainment. A few teachers have developed high-quality assessments combining different curricular areas. A consistent approach in the planning of these assessments would allow children to demonstrate application of skills and knowledge across different curricular areas.
- Teachers plan effectively over different timescales. They use the school planning format which ensures coverage of appropriate experiences and outcomes across all levels using agreed progression pathways. They should now ensure their planning provides opportunities for children to experience greater breadth and depth across all curricular areas. Teachers should work together to plan learning at the right level of difficulty for individuals and groups. There is scope to involve children more fully in planning aspects of their learning.
- Senior leaders have introduced a robust approach to track and monitor children's learning. They meet with teachers four times a year to discuss the attainment, progress and health and wellbeing of all children. Staff identify children who require additional support and agree appropriate interventions and support to meet their needs. Support staff provide high-quality, timely support aligned to these interventions. This support is improving the engagement and attainment of identified children. Staff monitor closely the impact of these interventions. Senior leaders recognise the need to track the progress of cohorts and groups of learners more robustly. This will help them to have a better understanding of the progress children make as a result of planned learning.

2.2 Curriculum: Learning pathways

- Staff have developed their own progression pathways for literacy and English, and numeracy and mathematics. These pathways support teachers to plan effectively for depth, progression and skills development, building on children's prior learning. Staff use curricular pathways to support their planning in all other curricular areas. Senior leaders should continue to review these pathways to ensure they are based on the design principles of curriculum for excellence and are in line with the national Benchmarks. This should ensure that children learn progressively and through relevant and engaging contexts.
- Class teachers use curriculum maps to effectively plan learning which links different curricular areas. These provide coverage of some curriculum areas and allow children to develop skills and knowledge through common themes. For example, children developed their knowledge and skills in science, literacy and health and wellbeing through their work on sustainability.
- The school library has been recently refreshed. As a result, children benefit from the use of a bright, attractive space and new reading materials. All children have weekly sessions in the school library where they can access a range of texts. This is developing their reading skills and offers them a wide variety of books to read for their own enjoyment. Children enjoy visiting the library and would appreciate more opportunities to do so.
- Children are experiencing an increasing variety of activities and contexts for learning. Plans to develop further outdoor learning will enhance children's experiences and develop their skills of teamwork, communication and problem solving.
- Children from P1 to P7 are developing their knowledge and understanding of the French language through a progressive learning pathway. There now needs to be a similar focus on another language from P5 to P7. Children receive two hours of high-quality learning in physical education each week.
- All children have opportunities to learn about Christianity and other world religions through the programme for religious and moral education (RME). This is helping them develop their understanding and appreciation of different religious and cultural events.
- Teachers work effectively with colleagues to support children well as they come to school from early years settings or move on to secondary school. P6 children meet and play with nursery children before transition into P1. This supports children well to settle into school. At P1, there is a well-established transition programme in place that is supportive and helpful for children and parents. Across the school, teachers share relevant information about children's attainment, wellbeing and individual needs as they move from one stage to the next. Teachers use this information to ensure they build successfully on children's prior learning.

2.7 Partnerships: Impact on learners – parental engagement

- Staff have established positive relationships with parents who feel that the teachers in the school are friendly, supportive and approachable. Almost all parents feel comfortable approaching the school with questions, suggestions and concerns.
- Parents recognise and value the positive impact the new headteacher has had on the ethos of the school. Almost all parents feel the school is well-led and managed, indicating that they feel staff know their child well as an individual and help children to feel confident.
- Staff communicate with parents in various ways including through newsletters, planned events and online applications. As a result, almost all parents feel they receive helpful, regular feedback about how their child is learning and developing. They feel that the information they receive reaches them at the right time. Staff provide parents with family learning opportunities such as Play Along Maths. Parents value these and speak positively about the impact these sessions have on them and their children.
- The newly formed, supportive Parent Council work well in partnership with the school. They provide additional resources and experiences for children. Members of the Parent Council are aware of the school's priorities and are keen to be more involved in informing this work. Senior leaders should support them to expand the role they currently have in the life and work of the school. Parents feel encouraged to be involved in the work of the Parent Council and that they are kept informed of their work.

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

- Staff ensure that supporting children's wellbeing and rights is central to their work. Children benefit from the nurturing and inclusive ethos embedded across the school. Staff have very positive relationships and interactions with children. This results in a very supportive culture and ethos, where almost all children feel confident and safe. Staff use their extensive knowledge of children as individuals to cultivate caring, respectful relationships. Children are extremely proud of their school and have a real sense of belonging.
- Almost all children report that their school helps them feel safe and that they have someone they can speak to if they are upset or worried. Children have regular opportunities to engage in exercise. Staff and partners offer them opportunities to take part in activities in school beyond the classroom and timetabled day. For example, local football coaches and the Active Schools coordinator run lunchtime and after-school activities throughout the year. These activities are improving children's confidence and resilience.
- Staff use the wellbeing indicators well to improve outcomes for all children. They assess children's wellbeing against these and plan interventions to meet identified gaps. As a result of this assessment, children can talk very confidently about their own wellbeing. However, they are at the early stages of understanding the language of wellbeing indicators. Staff now need to help children learn the language of the wellbeing indicators and how this links with their lives. This should help children to use a shared vocabulary to discuss and reflect meaningfully upon their own wellbeing and that of others.
- Staff have engaged in meaningful professional learning and research to develop their understanding of the range of factors that may impact children's wellbeing, relationships and behaviour. They used this learning to refresh the Nurture and Inclusion Policy. Staff now have a shared understanding of additional support needs, attachment, trauma informed practice and children's rights. This ensures children experience a consistent approach from all staff. Staff encourage and support children to demonstrate positive behaviour through their use of nurturing principles, school values and restorative approaches. They have clear expectations of children's behaviour and reinforce these in a calm and consistent manner. Children value the restorative approach used by staff. They are developing well important skills to help them manage their emotions, reflect on their behaviours and interactions and resolve conflict independently. As a result, almost all children across the school display consistently high standards of behaviour.
- Most children feel that the school teaches them to have a healthy lifestyle. Staff rightly identified the need to focus on children's emotional health. They should now improve further children's knowledge and skills in other aspects of health and wellbeing (HWB) through the development of a more cohesive and progressive curriculum. The HWB programme should have a greater focus on areas such as food and health and online safety.

- Senior leaders have established pupil groups to support children to lead on aspects of wellbeing. These include junior road safety officers, peer mediators and buddies. Children speak positively of the impact these roles are having on their wellbeing. They enjoy working with others and developing their confidence in making decisions. Children in P6 are trained as peer mediators to support younger children in any playground disputes. Through this role, children are developing their communication and problem-solving skills. They feel that friendships are improving because of their role as peer mediators.
- Staff have developed very effective partnership working with other agencies and specialists which result in positive outcomes for children. Children's wellbeing and learning needs are well met as a result. Partners include, for example, healthcare professionals, Women's Aid and Junction 12. Staff work closely with the Central Parenting Team and the Cranhill Development Trust to identify and support families. Through this partnership working, families benefit from learning opportunities which support their wellbeing and welfare needs.
- Staff support children moving from nursery to P1 and P7 to S1 well. A yearly programme of events is planned and shared with parents. Children who may have difficulty in settling in P1 or S1 benefit significantly from additional visits and support. This is helping children move from nursery to primary and primary to secondary as confidently as possible.
- All staff have a very good understanding of their statutory duties and responsibilities to improve outcomes for children. They all engage in annual updates to the mandatory child protection training. Senior leaders provide all adults with key and important information for working with children who require additional support. This leads to staff being confident in their responsibilities and duties to keep children safe and protected from harm.
- Staff identify and support children facing barriers to their learning well, including care experienced children, those with English as an additional language or those impacted by poverty. A range of approaches are in place to address these barriers. These include a nurture class, known as the Lighthouse, literacy and numeracy interventions, and wellbeing initiatives. These interventions are monitored well by senior leaders and result in improved outcomes for children. The Lighthouse provides valuable opportunities for children to develop social skills and friendships. Children benefiting from this support are engaging more regularly in class lessons with their peers as a result.
- Almost all children feel that school staff help them to understand and respect other people. Staff use the RME programme effectively to help children develop their understanding and appreciation of different religions and cultures. Children have recently improved their understanding of the impact of racism. Staff should continue to ensure that equality and diversity are taken forward in the curriculum in a planned and progressive way.
- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole-school approaches to improving the health and wellbeing of children through food in school. A few areas for improvement have been agreed with the school and the school meals provider.

3.2 Raising attainment and achievement

good

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

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

Attainment in literacy and numeracy

- Overall, children's attainment in literacy and numeracy has improved. Whilst this is still below expected national standards in some areas, strategies to accelerate progress have a very positive impact and more children are now achieving better outcomes. The new headteacher has a relentless focus on raising attainment in literacy and numeracy. As a result, more children have achieved expected levels of attainment than in previous years. There is clear added value to children's attainment as a result of this relentless focus, particularly at early level.
- There is a very high number of children with additional support needs in the school. Most of these children, including those for whom English is an additional language, make good progress from prior levels of attainment. A few are making very good progress.

Attainment in literacy and English

- Overall, most children are making good progress from prior levels of attainment in literacy. A few children are making very good progress in reading. There is scope for more children to be making better progress in writing.

Listening and talking

- Most children at early level listen well to staff. They follow simple instructions, responding well to questions from adults. They should continue to develop further their skills in listening and talking through play and in group situations. The majority of children at first level take turns and engage in discussions. They should be given more opportunity to use notes to create and sequence new texts. Most children at second level show respect for the views of others and offer their own viewpoint. They communicate clearly and audibly. Across first and second levels, most children have limited experience in notetaking, planning and giving presentations.

Reading

- At early level, most children contribute to discussions about events, characters and ideas relevant to the text. They engage with texts read to them. Children would benefit from more opportunities to engage with non-fiction texts. At first level, the majority of children answer literal, inferential and evaluative questions about a text. They recognise the difference between fact and opinion. Children should improve their ability to explain their preference for particular texts and authors. At second level, the majority of children identify the purpose of a text with suitable explanation. They are enthusiastic about the novels they are reading. They apply a range of skills and strategies, such as skimming and scanning, to read and understand text well. Teachers should continue to build on the positive start to promoting reading across all stages in the school. Children should access more non-fiction texts, including online texts, when reading for pleasure and in order to research information.

Writing

- At early level, children confidently write to reflect their own experiences and feelings using appropriate vocabulary to convey meaning. They make an attempt to spell familiar words correctly. Children should continue to develop their writing through a range of play and imaginative contexts. The majority of children at first level write independently, punctuating most sentences accurately and spelling most commonly used words correctly. The majority of children at second level organise information in a logical way. They use paragraphs to separate thoughts and ideas. Across the school, children would benefit from more opportunities to apply their skills across the curriculum. They would also benefit from increased and regular opportunities to write, at length, for a range of purposes and contexts. At first and second levels, children need to improve handwriting and the presentation of written work.

Numeracy and mathematics

- Overall, most children are making good progress in numeracy and mathematics from prior levels of attainment. Across the school, children would benefit from more regular opportunities to revisit taught mathematical concepts. This will help to deepen and consolidate their learning.

Number, money and measure

- At early level, all children benefit from learning numeracy through play opportunities. Most children sequence numbers to 20 with accuracy and solve missing number problems. They are developing confidence in addition and subtraction within 20. At first level, most children accurately round numbers to the nearest 10 and 100. They are confident in place value of numbers to 1000. They are able to write simple fractions but require support to order fractions. At second level, the majority of children accurately round numbers to the nearest decimal point and whole number. They interpret word problems and accurately calculate answers using strategies of addition, subtraction, multiplication and division. They would benefit from revisiting fractions to develop their understanding of how to find a fraction of an amount.

Shape, position and movement

- At early level, most children recognise and describe common two-dimensional shapes. They can identify a few three-dimensional objects within the play environment. They complete simple patterns to demonstrate symmetry. At first level, most children use mathematical language to describe a range of two-dimensional shapes. They would benefit from revisiting the properties of three-dimensional objects to reinforce prior learning and extend their knowledge. The majority of children at second level, confidently name and state the properties of equilateral, scalene and right-angled triangles. A few use their knowledge of compass points to solve position and movement problems.

Information handling

- At early level, children confidently use pictographs and bar graphs to present information such as their favourite fruits. At first level, the majority of children use tally marks accurately. Most children have experience of conducting and responding to surveys in school. They share information in different graphs from data generated in class, such as who their favourite singer is and the colour of their eyes. At second level, the majority of children confidently recall the main features of graphs. Children need to develop a clearer understanding of terminology such as mean, median and mode. At first and second levels, all children should have further opportunities to use digital technologies to record and display data through spreadsheets, databases and a range of charts and graphs.

Attainment over time

- Children's attainment over time is improving and has accelerated over the last year. The headteacher has recently introduced a robust tracking system to better track children's attainment over time. This is supporting senior leaders to identify children who require support or challenge and plan appropriately to meet their needs. Senior leaders should work closely

with teachers to analyse attainment data and the impact of their interventions. They should use this to accelerate progress in closing the poverty related attainment gap.

- Senior leaders monitor children's attendance closely. They have implemented several approaches which have improved the attendance of individual children. These include home visits, a breakfast club and soft starts. Strong relationships with children and families, a nurturing, positive approach and partnership working have led to improvement in the attendance of a few children. Although attendance figures are improving, they are still below the national average. Senior leaders should continue to monitor and implement strategies to improve attendance further across the school.

Overall quality of learners' achievements

- Children's achievements are celebrated in a variety of ways, including at the weekly assembly. Staff have an inclusive approach to celebrating children's achievements in class with 'proud clouds' and 'pupil of the day'. Teachers share achievements with parents using an online platform. Children are proud to have their individual and house achievements celebrated across the school, in class and with their parents.
- Children across the school, work with their peers in house groups to take forward areas of responsibility within the school. Through these groups they are developing skills of teamwork and communication. Older children have leadership opportunities through a variety of different roles and committees such as peer mediators, librarians, house captains and sports leaders. Through these opportunities children contribute effectively to the life and work of the school. They are developing leadership skills, communication skills and self-confidence. Younger children speak enthusiastically about the leadership provided by older children. They recognise the positive contribution they make to the life of the school. Staff should provide leadership opportunities for children at all stages throughout the school.
- Staff work with partners to provide children with opportunities to achieve beyond the school day. These include activities such as golf, football, baking and gardening. As a result, children are improving their self-belief and resilience. Staff record children's participation in wider achievement activities in and out of school. Senior leaders should continue with plans to track achievements in more detail, including how children develop skills progressively as they move through the school.

Equity for all learners

- Almost all staff have a strong understanding of the socio-economic background of children. Senior leaders have developed effective approaches to ensure equity. PEF is used effectively to enhance staffing to provide targeted support, to raise attainment in literacy and numeracy and promote inclusion. Children receiving this support are more engaged in their learning and are making very good progress from prior levels of attainment. Senior leaders should use a range of accessible approaches to increase parental consultation in the use of PEF.
- All staff are fully aware of the cost of the school day. They take steps to minimise potential barriers that might limit children's participation and achievement in school activities. The headteacher secures funding to support activities beyond the classroom. This includes annual trips and after school activities. Staff should consider ways to broaden this support further in order to remove barriers to learning and ensure equity for all.

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.