

Summarised inspection findings

Bowhouse Primary School

Falkirk Council

14 February 2023

Key contextual information

School context and added value

The school is located in the Bowhouse area of Grangemouth. There are 281 children on the school roll and 44 in the early learning and childcare centre (ELC). More than a third of children on the school roll at the primary stages have additional support needs, which is well above both local and national averages. A significant number of children from 22 families, have a main home language which is not English.

The majority of children reside in deciles 1 and 2, with most of the remaining children residing in deciles 3 and 4. Children's attendance is below the national average. This was also the case during periods of remote learning. In 2020-21, there were no cases of exclusion which was better than the national average. The 2022-23 Pupil Equity Fund (PEF) allocation is £85,750. The number of children eligible for free school meals is higher than local and national averages. Most children are registered for free school meals and most access this.

There have been several changes to the senior leadership in recent years. The current headteacher took up post in June 2021. The deputy headteacher was appointed in April 2022, having previously been the acting deputy. At the time of the inspection, two principal teachers, one being a temporary post funded through PEF, and the ELC lead officer are also part of the school leadership team.

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

- Since taking up post, the headteacher has re-established the school's vision, values and aims in partnership with staff, children, parents and other community partners using various school events. The school logo reflects school values and is shared on all communications with parents and partners. Children know the relevance of key words such as kindness, pride and ambition which are reflected in individual class charters. The headteacher, together with other senior leaders are working well with staff, children and parents to achieve shared values. They are very aware of the local context and the social, economic and cultural factors which affect children and families, particularly the rising cost of living related to food and heating. They work well together to improve outcomes for children and address any barriers to learning.
- Senior leaders engage staff well through meetings and professional learning sessions to improve standards and raise expectations. For example on using information from assessment and checking children's progress. The headteacher is a strong and positive role model, with a clear vision for further school improvement. She is supported very well by the deputy headteacher who carries out her role with due care and attention. Both have identified correctly the need to lead learning to help staff continue to raise children's attainment. Senior leaders,

including principal teachers and the senior early years officer lead effectively aspects of school improvement. As a highly effective team, they have established useful systems which are enabling them to have an accurate overview of overall school performance. With staff, senior leaders are predicting more accurately children's attainment and achievement throughout the school session through more focused discussions.

- Children, who have significant gaps in their learning, make good progress through staff's well-judged interventions, for example in reading, number and health and wellbeing. The headteacher uses systems effectively to check the attainment and progress of those children who receive help from the PEF. The headteacher, with other senior leaders and staff, now needs to continue to use information gathered on particular cohorts of children to take action to address and overcome challenges. For example, barriers caused by poor attendance, are COVID-19 related or as a result of economic challenges. Senior leaders recognise that they need to continue to take suitable action where children have continued gaps in their learning.
- Senior leaders are very reflective and proactive. The headteacher and depute know that to achieve higher standards, all staff need to be involved. Together with principal teachers, they have led change well and established successfully an ethos where almost all staff support the need to improve practice. They now need to agree collectively what needs to be achieved and by when. All teachers have lead responsibilities. They understand that to raise further children's attainment, children need more consistency in aspects of learning and teaching as they move from stage to stage. Senior leaders use collegiate time well for professional learning which is having a positive impact, for example, in planning and organising lessons. The headteacher and staff have identified plans for using future funding from PEF to improve further approaches to teaching literacy and English. Almost all staff recognise the importance of children achieving expected standards to help improve their life chances. Other partners, including speech and language therapists and inclusion workers all contribute very well to helping children attend and progress.
- The headteacher, together with the depute headteacher, principal teachers and staff promote equality and social justice. Across all stages, teachers and support staff work well together with individuals and groups of children who need extra help, including any identified gaps in their learning. Children have extra support with aspects of literacy and numeracy which has helped to close the gap, including those which are related to poverty. The school's focus on health and wellbeing is helping to improve children's attendance and ensure they receive nurture when needed. At the early primary stages, children's involvement in play-based experiences helps them to understand various concepts in 'real-life' situations. Staff are providing opportunities for children to take risks and develop their skills in early reading and writing. Senior leaders help teachers to use data well to identify and implement appropriate universal and targeted interventions which are helping to improve children's progress and reduce gaps in their attainment. They now need to continue to identify and implement interventions to improve further children's attainment. The headteacher used effectively staff's views to stimulate critical thinking when reviewing the moderation cycle. She should take forward plans to involve staff and children more regularly in critical and creative thinking to support further change and improvement.
- Senior leaders use various methods to identify the school's strengths and development needs. The headteacher has established recently a pupil council to use children's views more effectively to support school improvement. The newly created Parent Council - the 'Friends of Bowhouse' aims to involve parents more in decision-making processes. The headteacher with other senior leaders, involve staff and at times partners, including community workers and local minister, to help them review the success of the school improvement plan and in identifying future priorities. Senior leaders identified appropriately the need for staff to involve others across the cluster and within the West Lothian and Forth Valley Regional Improvement

Collaborative in peer collaborative learning. They also recognise correctly that external moderation, has potential to improve staff's understanding and use of National Benchmarks and standards when assessing children's progress with greater accuracy. The headteacher's involvement in local authority improvement groups has also supported leadership of change both within and outwith school through identifying and sharing effective practice.

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, all children experience a supportive ethos underpinned by positive, nurturing and mutually respectful relationships. All staff know children very well and understand the local context of the school. As a result, children engage well in their learning, including those who face barriers to their learning.
- Senior leaders have supported teachers well to ensure classroom environments reflect the school's positive and nurturing ethos. They have developed well-resourced quiet zones within the class environments to support children's individual wellbeing. Children use these zones well when they need to self-regulate. Staff's displays of children's work and learning are of a consistently, high standard across the school. Teachers and staff use these displays well to support learning and teaching across different curricular areas and celebrate children's learning and achievements. Children appreciate the recognition they receive for their efforts and achievements. Most feel that staff take their views into account during lessons. To support further improvement in the quality of learning and teaching, senior leaders are re-introducing a range of children's leadership opportunities which were restricted during the pandemic. Senior leaders have introduced recently 'learning walks' which are ensuring all children can share their views about how they learn. As a result of this approach, children's views are having a direct impact on influencing and improving their daily school experiences in learning.
- Most children are enthusiastic and engage well in lessons. They work well on their own, in pairs and in groups. Most are respectful towards each other and help when their peers have difficulty with their learning. Where staff deliver activities at the right level, children display greater engagement and participation in their learning. At times, a few children disengaged silently and did not always concentrate fully on their learning. Particularly, when learning was not well matched to their needs.
- Most teachers share effectively the purpose of learning with children. They provide children with clear explanations and instructions and highlight steps children need to take to be successful. Children enjoy when they lead learning and give examples as part of the lesson. The majority of teachers use questioning effectively to check children's understanding of their learning. As a staff team, they have been working well together to improve the quality and consistency of learning and teaching approaches. They now need to ensure that lessons meet children's varying needs through appropriate support and challenge. Where possible, teachers need to plan lessons where children can also make links to skills for learning, life and work. Children need to apply these skills in new and unfamiliar situations.
- The school has been awarded the 'Digital School Award' to recognise the effective approaches teachers take to integrating digital technologies in learning and teaching. Children use tablets and interactive whiteboards very well in class to enhance learning. For example, using matrix

barcodes to access e-books and educational games and using online programmes to share their learning with their teacher and peers.

- At P1, children benefit from learning in indoor and outdoor environments which support learning and teaching through play. Teachers work well together to develop motivating spaces for children to play. They engage appropriately in professional learning, use national guidance and attend Falkirk Council play forum to support them to understand and implement play. Children respond well to varied and rich play experiences which staff plan. To develop this further, teachers need to reflect continually on the quality of the environment and outcomes for children's learning. Adults' interactions with children need to ensure that learners progress through appropriate pace and challenge matched closely to their needs.
- Across the school, children respond well to leading learning in different ways. Children plan aspects of interdisciplinary learning contexts. They form 'big and little' questions to identify what they want to learn. In most classes, children engage in peer and self-assessment. Teachers need to ensure when planning that lessons enable children to take further responsibility for their own learning. Teachers give children oral and written feedback on their work. Children know what they are learning but are not always aware of how well they are progressing or what they need to do to improve. Staff now need to review and agree whole school approaches to improve further the consistency and quality of feedback for children's learning.
- Staff's approaches to improving the teaching of literacy and numeracy are having a positive impact on children's outcomes and progress. Senior leaders should continue to build on these successes and work with staff to develop further pedagogy in other curricular areas in accordance with identified school improvement priorities.
- Senior leaders have worked well with staff to ensure more consistent approaches to planning learning across all curriculum areas. Teachers' planning is now more effective. Teachers plan lessons based on Curriculum for Excellence experiences and outcomes and linked to National Benchmarks. Staff carry out a range of assessments in literacy and numeracy at key points in the year and refer to a helpful school assessment calendar to guide them. Senior leaders support staff very well in using assessment data effectively to inform planning and identify appropriate next steps for children's learning and progress.
- The school has effective ways to check children's progress. Senior leaders meet formally with staff on a quarterly basis each year to discuss children's attainment. Together, they identify those children who are not making expected progress and plan suitable interventions and support to help address any gaps in their learning. Staff take good account of children's individual circumstances and use relevant information gathered when discussing children's progress and achievement. Senior leaders use a range of assessment evidence and staff's judgements to monitor children's acquisition of skills across literacy, numeracy and health and wellbeing. For children who are not making expected progress, staff agree strategies, interventions or resources to help children improve their learning and achievement. Staff recognise the need to apply this practice across all other areas of the curriculum to help children learn and progress further.
- Teachers have improved how they use National Benchmarks to support their professional judgements of children's progress towards achieving Curriculum for Excellence levels. The planned focus on working collegiately with other schools to moderate across literacy and numeracy will strengthen further staff's understanding of achievement at a level. This should provide increased rigour when making professional judgements about children's learning.

2.2 Curriculum: Learning pathways

- Senior leaders and staff are beginning to develop more consistent and manageable approaches to learning pathways across all curricular areas. Staff's approaches take account of Curriculum for Excellence experiences and outcomes and the National Benchmarks. Falkirk Council's Local Authority Pathways are helping teachers to ensure planned experiences build on children's prior learning and skills, and support progression for all children.
- Staff work in partnership with other agencies and companies to enhance the curriculum for children. These include music and physical education teachers from Grangemouth High School, the community police officer, Syngenta Football Club coaches and Forth Valley Speech and Language Therapists.
- Children learn French and Spanish as part of their languages programme. Teachers follow learning pathways to ensure that children build on prior learning. Last session, older children also learned Polish through an art project which was also shared across the council.
- All children receive their entitlement to two hours physical education each week which are planned around the local authority progression frameworks. Physical education lessons are taught by class teachers and physical education teachers from Grangemouth High School. Where practice is better, teachers engage children well and there is appropriate pace and challenge. Overall, there is a need to improve the quality of children's experiences to help ensure their progress.
- In music, children are developing their confidence well in singing, playing instruments and expressing their thoughts on a range of music. Children in P4-P7 have their music lessons within the music department at Grangemouth High School. Children have opportunities to develop skills in playing an instrument through visiting instrumental tutors.
- All teachers and children continue to build on digital skills, developed throughout the pandemic to enhance learning experiences. Children are developing a range of helpful and appropriate skills using digital technology through discrete teaching and learning. In addition, children use a range of software and technology across learning to enhance the curriculum. Children in P6 and P7 can complete homework tasks using an online platform. Children and staff are proud of the Digital Schools Awards which they received last session.
- Children's learning experiences and opportunities outdoors are not yet consistent across the school. The headteacher, together with staff, needs to provide further experiences for children to learn outdoors across different aspects of their work.
- In the last year, senior leaders have led effectively staff in developing new approaches which have helped to create a positive, reading culture across the school, involving various successful initiatives. For example, children and staff have worked with Falkirk Library Services to improve class libraries. A school book breakfast and reading club where buddies help other children is having a positive impact on their interest in reading. Helpfully, parents take a lead role in organising shared reading books for younger children. The school has achieved successfully the core level of an accredited reading programme for schools. Staff should continue to build on this strong start, embedding and sustaining a whole school reading culture. This has potential to impact positively on children's attitudes to reading and on their progress. Involving staff, senior leaders now need to review learning pathways in writing which include advice on teaching methods. In addition, expected standards in technical skills as well as text quality are needed in order to continue to improve children's progress. Children should have

appropriate opportunities to write at length and be provided with clear feedback for improvement.

- In numeracy, staff have introduced relevant and effective interventions including 'conceptual numeracy' which are developing children's confidence around number and aimed at raising attainment for all. Across the school, children are selecting and communicating increasingly, different strategies which they use to solve numeracy questions. At P5, P6 and P7, staff have reviewed and introduced recently more effective ways to organise and teach numeracy and mathematics. As part of the review progress, staff should ensure that they deliver learning pathways which challenge and meet children's varying needs appropriately to further their progress.

2.7 Partnerships: Impact on learners – parental engagement

- Senior leaders have an open-door policy and prioritise positive relationships with families. The work they do to ensure that every family has the opportunity to thrive is consistent with the school's values. As a result, almost all parents trust and confide in the extended leadership team. Parents value the school's nurturing ethos. Children are safe, cared for and included in the life of the school.
- Teachers use the school's app, social media and newsletters to share children's learning experiences with parents well. Parents agree that communication with them is good.
- Post pandemic, senior leaders are re-engaging parents well in activities such as assemblies, 'sharing the learning' and 'meet the teacher' events. Teachers use the monthly Community Café and 'Breakfast Blether' to engage with parents further about their children's learning. Parents are starting to regain their confidence in returning to the school to support their child's learning.
- Members of the newly re-established Parent Council, 'Friends of Bowhouse', are keen to support senior leaders in making decisions and to discuss regularly the life and work of the school.

2.1 Safeguarding

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

3.1 Ensuring wellbeing, equality and inclusion

very good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Across the school, children get on well with staff and interact with adults and their peers with respect, compassion and empathy. They are polite and courteous to visitors. Children are confident that adults in school care for them and help them to improve their wellbeing. Children use the school's values effectively to reflect on their own wellbeing and learning. Helpful class charters support children to establish and build shared class values and relationships. As a result, learners are developing responsible behaviours through respecting their rights and those of others. This helps children to use approaches to resolving any difficulties as they arise. Across the school, staff are improving wellbeing outcomes for all children. They know children very well and have a very good understanding of their strengths, family circumstances and support needs. Senior leaders work effectively with class teachers to consider how to improve wellbeing outcomes for children. School staff work very well with a wide range of partners to support children and families who require additional help.
- Staff have been involved in meaningful professional learning on nurturing principles and attachment approaches which have a positive impact for children's outcomes. Across the school, there is a shared understanding of the importance of wellbeing and its impact on learning and achievement. Most children learn very well in inclusive, nurturing classrooms. A few children continue to access targeted nurture support within the school. Children, who find the large open playground challenging, access the 'sunshine room' at lunch time and breaks. Staff interact very well with learners at these times and are caring and supportive. Senior leaders should advance their plans to relocate the 'sunshine room' to provide access to a smaller enclosed outdoor courtyard to help identified children to feel safe and secure.
- Through a progressive health and wellbeing curriculum, children have a good understanding and awareness of what they need to do to be healthy and keep safe. Children know the risks appropriate to their age which are associated with using social media. This is helping them to stay safe online. Most children understand issues related to bullying and know that teachers will support them should they experience any incidents.
- Post pandemic, teachers identified correctly, the need to support children to develop further a positive mindset. Children enjoy learning about their emotions through stories and art activities. This is helping them to reflect on their wellbeing and identify where they may need extra help and support.
- All children complete wellbeing assessments at the start of each year. These help teachers identify quickly, any areas where children require additional support. Senior leaders are beginning to gather information on wellbeing and use this effectively to ensure children access the right support at the right time. Senior leaders should continue to gather information to be confident that no child is missing out on important support for their wellbeing.

- All children complete daily wellbeing check-ins. Staff use this information effectively to monitor children's wellbeing and respond quickly and sensitively to any worries and concerns. As a result, children trust the adults in the school.
- Staff and children are learning about children's rights and this is having a positive impact on learners' overall wellbeing. Children are developing a good understanding of the impact of rights on their own wellbeing. Teachers should revisit children's knowledge of links between a rights-based approach, Getting it Right for Every Child and the school's values. This will help learners to make connections between their rights, the wellbeing indicators and the resulting impact these have on their wellbeing.
- Teachers' approaches to identifying and supporting children who require additional help with their learning and those who may be affected by social or economic issues are very good. Staff and partners work very well together to assess the needs of children who face barriers to their learning. Teachers have a very good understanding of children's additional support needs and use a range of strategies to help children overcome these barriers. Children with additional support needs, those who have English as an additional language and others who are care-experienced are making good progress from prior levels of attainment.
- Staff's approaches to identifying and recording progress within children's plans are very good. The principal teacher ensures that all targets are clear, measurable and well-matched to what children need to do in order to make progress. Teachers ensure that children are involved in contributing to their children's plans. Most recently, staff are engaging with parents to gather their views as part of these plans. As a result, children and families feel included in the decisions made about the support they receive.
- The headteacher is aware of the need to continue to support a few children and families to attend school on a more regular basis. She has developed a comprehensive system to check attendance. Staff offer morning football sessions, a 'bagel breakfast' and a variety of school clubs and activities to encourage attendance. A family inclusion officer helps with any concerns families might have about their child's attendance. As a result, children's attendance has improved since the start of the school session.
- The headteacher is meeting the needs of those children facing social and economically challenging circumstances effectively using the PEF. Taking account of local authority guidance, the headteacher has ensured that planned interventions are leading to improved outcomes for targeted learners. Parents and teachers would value being involved in determining how the PEF is used to support children's learning. The family inclusion officer, funded through PEF, engages very well with children and families. Children and families talk positively about the impact this is having on their wellbeing and learning. Almost all support for learning staff work very well in class alongside class teachers. This ensures children are fully included in their class. Children understand that everyone might require and are entitled to help with their wellbeing or learning.
- All staff ensure inclusion and tackling inequality is at the heart of everything that happens at Bowhouse Primary School. Staff are sensitive to the unique needs of children and families. As a result, children have a sense of belonging and of being valued. Staff work well together to help families overcome any barriers they may face. Children and families benefit from staff's focus on equality and a determination to translate this into enabling all children to experience success. Staff and partners have created an inclusive environment in which all children have equal opportunities to learn and participate in wider activities. The school's work towards developing a rights-based approach to learning is beginning to support children to understand issues relating to equality and diversity.

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

- Children's attainment in literacy and English and numeracy and mathematics is satisfactory. Over the past year, attainment has improved. Most children are on track to attain expected Curriculum for Excellence levels in listening and talking and the majority in reading, writing and mathematics. Children, who have additional support needs and those for whom English is not their main home language, make good progress in reaching personal targets.
- Attainment is predicted to rise in literacy and numeracy this session. Children's attainment will largely be in line with the school's attainment stretch aims set by the local authority with most children attaining these. Most children should attain expected Curriculum for Excellence levels in talking, listening and the majority in reading, writing and mathematics.
- Children's attainment has been affected significantly particularly in reading and writing by the impact of COVID-19, families' economic circumstances and attendance challenges. Despite this, attainment is improving as a result of interventions and the school's added value.

Attainment in literacy and English

- At early, first and second levels, most children attain expected national levels in listening and talking and the majority in reading and writing. Children's progress in reading has improved.

Listening and talking

- At early level and first levels, most children speak enthusiastically to express what they know. Most contribute well to discussions and listen and respond appropriately to others. At second level, most children give detailed answers to explain their thinking during discussions. They build on others' contributions and use appropriately verbal and non-verbal techniques. Across the school, a few children are still not confident in expressing thoughts and ideas.

Reading

- Across the school, all children read for pleasure. They access a range of quality books within class libraries or when using digital technology. At the early primary stages, children enjoy talking about books. They are developing preferences as readers, including when reading by themselves. At early level, most children identify familiar sounds and a few blend these to make words. Most answer questions well about books. At first level, children talk confidently about texts, using contextual clues to predict what might happen next. When reading aloud, most children use strategies well to read unfamiliar text. At second level, children have clear preferences for books they read for pleasure and summarise these well. They are becoming more confident in answering questions to show they understand texts. Across the school, children need to continue to improve their progress in reading.

Writing

- Across the school, the majority of children attain expected attainment levels. At early level, most produce detailed line drawings and a few write sentences with support. Children enjoy making marks and writing within 'real life' contexts. Children, who attained early level recently, add interesting adjectives to their work. At first and second level, children write for various purposes. At first level, children use onomatopoeia and similes well to enhance their writing. By second level, the majority use a wide range of punctuation and organise ideas logically in paragraphs. At all stages, children need to develop skills in extended writing. They also need to apply writing skills well across different curricular areas. Across the school, children need to continue to improve their progress in writing.

Numeracy and mathematics

- The majority of children make good progress in numeracy and mathematics in line with national standards. Most achieve expected attainment levels in numeracy and mathematics at P1, the majority at P4 and less than half at P7. The dip in progress at first and second level is due to periods of remote learning which staff are addressing successfully.

Number, money and measure

- At all levels, most children use mathematical language confidently to explain number processes. They enjoy practising mathematical skills through active learning which helps their understanding of mathematical concepts.
- At all levels, almost all children can count, including when using money. At early level, children link daily routines to time sequences and use visual timetables. They identify odd and even numbers and know simple times tables. At first level, most children know number patterns. The majority recognise common fractions but need to develop further their understanding of equivalent fractions. Most children can estimate but are not yet as confident when calculating area. By second level, the majority of children understand place values. Their recall of multiplication and division facts is accurate. Children add and subtract whole numbers and understand fractions. They now need to consolidate their knowledge of equivalent forms of common fractions, decimal fractions and percentages. Most children carry out calculations confidently using time but would benefit from applying skills in more real-life situations.

Shape, position and movement

- At early level, children use correctly positional and directional language. Almost all recognise two-dimensional shapes. At first level, most understand the properties of two-dimensional shapes and three-dimensional objects. Across first and second level, children need to develop skills for estimating and measuring area. Almost all children at second level identify right angles but need more confidence in understanding a wider range of angles.

Information handling

- At early level, children identify, collate data and represent it in simple charts, bar graphs and through tally marks. Children, at first and second level, interpret information correctly from bar graphs. At second level, children use line graphs to display and interpret information. Children need to develop and extend their skills further in information handling.

Attainment over time

- In recent years, children's attainment has been affected adversely by COVID-19, economic factors and children's attendance. As a result, the school's attainment data over recent years has not always been reliable. Since the headteacher has established more effective systems and arrangements for reviewing children's progress over time, children's attainment in literacy and English and in numeracy and mathematics is improving. The school's predictions, which HM Inspectors agree with, show continued improvements for children by the end of June 2023.

Overall quality of learner's achievements

- Children achieve success in different curricular areas. They take pride in achievements being highlighted throughout the school, including on attractive displays. Children know key facts about world religions. They use different art techniques effectively and at times link these to mathematics. Children design maps well using local landmarks. They are making progress in French. Children take responsibility as house captains, reader leaders and class helpers. They are developing skills as note-takers for meetings. Children need more involvement in making decisions on school life. Children enjoy success in competitions, sporting events and in life skills. They are developing independence, initiative and organisational skills. Their citizenship and skills for life and work are enhanced through taking part in selection processes for school captains. Children share achievements through social media. They know the skills they are developing through wider achievements. The headteacher should take forward plans to check and record children's achievements within the school's overall exiting arrangements.

Equity for all learners

- The headteacher and staff know where the gaps are in children's progress resulting from economic hardship or COVID-19. Staff's increasing use of data helps them to identify and address this. They know there is a significant gap in the attainment of the 51% of children who reside in SIMD deciles 1 and 2 in comparison with those in SIMD deciles 3-10. Children, receiving support through PEF, make progress and the gap is reducing through staff's interventions to remove barriers for learners and increase support for families. As a result, most of these children are on track to achieve expected levels of attainment in literacy and numeracy by June 2023. At early and first levels, the gap has closed and attainment has improved across all areas of literacy for identified children. Further intervention is required in writing. At second level, there is still a significant gap for children in SIMD deciles 1 and 2 which staff are addressing.
- Almost all of the 37% of children who have additional support needs, make appropriate progress against personal targets. Overall school attendance has improved this session by 2.5% and is resulting in better progress for those children who now attend on a more regular basis.

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.