

# Summarised inspection findings

**Lochdonhead Primary School**

Argyll and Bute Council

21 March 2023

## Key contextual information

Lochdonhead Primary School is located in a rural, coastal setting serving the local community of Lochdon, Craignure and the surrounding area on the Isle of Mull. There are 12 children attending the school, ranging from P1-P6. They are taught together in a single multi-stage class. In 2019, new family housing led to a significant increase in the school roll. The headteacher has overall leadership responsibility for Lochdonhead Primary School and Ulva Primary School. The headteacher is supported by a principal teacher. Staff and children from both schools work together regularly.

### 1.3 Leadership of change

very good

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

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

- The headteacher provides highly effective leadership and has a clear, ambitious vision for the school. She is supported very well by the principal teacher. Children, staff, parents and partners have a high level of respect for senior leaders. Throughout periods of remote learning and following recovery phase, they successfully maintained a positive, supportive and collaborative school ethos.
- The headteacher, in partnership with the whole school community, developed the school's vision, values and aims in 2018. Staff, children and parents reviewed these recently and selected the values of 'positive, kind and respectful' to represent the ethos of the school. Staff and children are in the process of choosing core aims for the school, informed by feedback from parents. Children and teachers explore and reinforce the school values in class and at assemblies. As a result, the values are embedded fully in the daily life of the school.
- The headteacher has established highly effective quality assurance arrangements. Regular, well-planned evaluation activities include sampling children's work, lesson observations and focus group discussions with all children. Staff work together, using How Good is our School? 4 (HGIOS4), to evaluate their work as a school well. They use the information gathered very effectively to guide and direct school improvement. As a result, all staff have a rich and accurate understanding of the strengths and areas for development of the school.
- The headteacher proactively seeks the views of parents about the work of the school on a regular basis. Staff engage parents effectively, such as through discussions, surveys and using digital platforms. Parents have made suggestions which the school have taken forward, such as increasing further opportunities for children to work with other schools. They provide feedback on aspects of school life, such as revised adverse weather procedures and reporting on children's progress in learning. Staff make very good use of information they receive from parents to guide and direct positive change.
- All staff, children and parents are involved in the school's improvement planning process and in agreeing priorities. This session's priorities are raising attainment in literacy and numeracy,

developing learning and teaching and global citizenship. There are positive signs of impact against clear measures for success and baseline information. Children create child-friendly school improvement posters and speak articulately about each priority. Staff should now explore further ways to engage partners meaningfully in planning school improvement and in evaluating the work of the school.

- Leadership at all levels is a very strong feature of the school's work. All staff, teaching and support staff, lead and contribute very well to aspects of school improvement, for example global citizenship work and numeracy. They are involved regularly in professional learning and apply this very well to support children in their learning. Staff observe and work closely with partners, coaches and visiting specialists to enhance children's experiences. Teachers are regularly involved in peer visits to observe and discuss practice, including working with other schools. School improvement is supported further by staff involvement in a range of local authority and national groups, such as the small schools' network. The headteacher links annual staff professional review to the General Teaching Council for Scotland standards and improvement planning effectively.
- All children participate in the pupil council and child-led committees, such as sports committee and the eco committee, which contribute meaningfully to school life. They take on roles of responsibility such as chairperson and scribe. These child-led committees lead and secure improvements, such as working with the council to improve local road safety. They also work closely with the Parent Council, for example, to organise and fund new equipment for the playground. All children feel staff listen, value and action their suggestions for improvement. They recall positive changes initiated, such as free fruit, expanding recycling facilities and creating cosy, comfortable sitting spaces. Staff should continue to provide opportunities for children to participate in school improvement and evaluation.
- The headteacher managed change highly effectively during COVID-19. Families valued the increased support and proactive engagement from the school. Staff adapted learning and teaching approaches very well and increased the use of digital learning. Children had consistently high levels of engagement and interaction through periods of remote learning. After seeking feedback, staff built on positive developments, such as using digital platforms to communicate and the planning of personalised learning projects. The headteacher manages the pace of change very effectively. During the pandemic and recovery period, staff continued to implement strategic priorities and, as a result, the school sustained positive improvement.
- The headteacher meets regularly with teachers to discuss in detail all children's progress in learning across the curriculum. The headteacher shares an appropriate range of robust evidence and this is used very well to plan any required interventions. The headteacher tracks and analyses the progress of cohorts and groups of children, such as those with additional support needs. Staff work together well to develop further strategies for raising attainment. They monitor interventions with rigour and can evidence positive impact on children's progress and attainment in reading and spelling.

## 2.3 Learning, teaching and assessment

excellent

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

- All staff share a deep commitment to children's rights and the impact of their approach is demonstrated across all aspects of school life. Staff demonstrate warm, nurturing and supportive relationships with children and families. This supports all children to be kind and respectful to each other and to adults. Lochdonhead Primary has a well-embedded, inclusive ethos where children respect the rights of others as well as understand their own. This creates a very positive learning environment for all children.
- All children are highly motivated, attentive and engage fully in the interesting and relevant learning opportunities provided by staff. They lead their learning frequently and demonstrate well-developed independence. All children work well as individuals, in pairs and in groups. They are confident, articulate and talk with excitement about their learning. All children are empowered to raise and take action on issues that matter most to them in school and in the wider community. They raise awareness of children's rights and learning for sustainability.
- Teachers share the purpose and skills of learning very effectively and all children identify how to be successful in lessons. They provide outstanding, rich opportunities for children to deepen their learning by applying their skills in real-life and meaningful contexts. Teachers support children's progress skilfully with planned lessons and activities accurately matched to children's age and stage. All children are challenged in their learning in the multi-stage class environment. Staff use questions well to engage children, check understanding and build on prior learning. They develop children's higher order thinking skills through highly effective open-ended challenge and questioning. Teachers use high-quality plenary sessions very successfully with children to evaluate skills, celebrate successes and discuss next steps in learning. The highly effective practice in teaching and learning is an area of strength of the school.
- The children make use of dedicated library reading areas very effectively. They help to create spaces which are inviting and the wide range of relevant and stimulating books encourages children as readers. Older children organise the running of the library well. This is supporting ownership and leadership responsibilities. Staff create a rich, varied literacy school environment and ensure Gaelic language is embedded throughout. Children learn Gaelic as an additional language as well as the language being an important part of the island's context. Children are assisted in making connections in literacy across languages.
- Teachers use digital resources very successfully to enrich learning across all areas of the curriculum. Interactive whiteboards, laptops and tablets are used regularly to engage children and support learning. Teachers ensure technical skills are developed progressively and children are becoming more confident in the creation of their own digital materials. Older children use devices and technologies confidently and independently, for example to carry out research. All children enjoy playing and exploring a range of relevant online games and apps

as a tool for revising learning. Older children use QR codes in class activities independently and to access and update online learning profiles. Innovative, well-considered approaches to digital technologies are having a significantly positive impact on the quality of children's learning experiences.

- Teachers ensure natural, creative and collaborative approaches are integral to class and outdoor learning. They plan high-quality activities which provoke interest and support children to explore. These play opportunities are well-matched and appropriate to children's individual learning needs. Staff interact very well with younger learners, supporting motivating and meaningful learning experiences. Multi-sensory activities and block play engage younger children's curiosity and support extended periods of interest. As planned, teachers should continue to develop further approaches to play, taking account of national practice guidance.
- Teachers use a variety of approaches very well to rigorously monitor and assess children's progress in learning. This session, staff are working with partner schools on enhancing further formative assessment. Their professional learning and partnership working is impacting very positively with children benefitting further from refreshed practice. All children use self and peer assessment confidently to identify next steps in learning. Teachers provide high-quality written and oral feedback regularly during lessons and in jotters which is used well by children to support learning. Staff make skilful use of evidence from regular in-class assessments and standardised assessments, such as Scottish National Standardised Assessments. This supports accurate professional judgement on achievement of Curriculum for Excellence (CfE) levels.
- Teachers engage regularly in collaborative, high-quality moderation activity with their partner school, other local schools and local authority moderation processes. Staff are regularly moderating their innovative approaches to planning and assessment as well as agreeing standards across a range of curricular areas. Staff have a deep understanding of the process and apply this highly successfully. The principal teacher is an experienced Quality Assurance and Moderation Support Officer, sharing expertise and supporting practice in other schools. Teachers' robust moderation focused on listening and talking is being shared beyond the school to support system-wide improvement.
- Teachers involve children very well in planning and they consistently identify what and how they would like to learn. Approaches to personalised project-based learning are a significant strength of the school. Teachers and parents support children to select, plan and organise their own high-quality learning linking closely to skills and the world of work. The headteacher arranges for children to receive feedback on their project from professionals or experts linked to their context. All children set targets for their learning across a range of curricular areas, which are displayed in the classroom. Teachers support children to review and evaluate their individual targets regularly. As a result, children understand their progress and next steps in learning very well. Teachers should continue to support and guide children to challenge themselves with high-quality, short-term targets.
- Teachers plan highly effectively over different timescales using local authority and school progression pathways. They make very good use of National Benchmarks when planning for assessment. Staff use their knowledge of individual children's progress and needs very well to inform high-quality plans. When planning learning, teachers carefully consider the transferable skills and qualities children need to develop and how they can provide opportunities for children to apply these in both known and new, unfamiliar contexts. They respond skilfully and quickly to assessment information and adapt their plans and approaches to support all children.

- Staff track children's progress in detail across all curricular areas. They identify children's achievements and measure progress accurately through well-established and robust processes. The headteacher and staff use regular, well-focused meetings to monitor the progress of all children and ensure that support and challenge fully meet their needs. They consistently review, analyse and record additional relevant information, including changes in additional support or medical needs.

## 2.2 Curriculum: Learning pathways

- Staff, parents and children recently updated the school's curriculum. They have developed a highly relevant and aspirational curriculum rationale which takes full account of the unique context of the school. Staff use this very well to plan the curriculum offer. Clear learning pathways are in place for all curricular areas. These take account of CfE experiences and outcomes and the National Benchmarks. The headteacher has created rolling curricular programmes which ensure breadth, depth and challenge for children across each level. As a result, children build effectively on what they already know and link their learning very well across different curricular areas.
- Teachers have developed innovative and highly successful approaches to inter-disciplinary learning across science, technology, engineering and maths (STEM) subjects. They facilitate child-led projects which support children to exercise choice and develop skills across the four CfE capacities. All children participate in the British Science Association's CREST Awards scheme. They also create submissions for the Scottish Engineering Leaders Award, where they design innovative solutions to real world problems. The school's STEM programme is enriching children's skills and they engage confidently with creativity and innovation.
- Staff make outstanding use of the outdoor environment to support and enhance children's learning. Children planned and created a nature trail around the school's locality which includes historic sites of interest and wildlife viewing areas. The nature trail won several national awards and hosts many visitors, including tourists and other primary school groups. The school are currently upgrading the trail working closely with the community and adding innovative digital technology. All children learn to grow a wide range of fruit and vegetables in the school poly-tunnel and grounds. School kitchen staff help children to prepare these in healthy meals. Children are developing skills and qualities as global citizens through very high-quality learning for sustainability. Staff help children explore environmental issues relevant to the local area, for example marine pollution and responsible forestry. Children regularly organise beach cleaning events and staff make very effective use of nearby shorelines for learning. Children gain national Woodland Trust awards, most recently at gold level, working closely with support staff and Ardura Forest Ranger Services learning about and caring for local trees. Currently, staff are developing an outdoor learning pathway to guide their planning for children's skills progression across all stages.
- Children receive high-quality learning in physical education (PE), in line with national expectations. Due to restricted onsite facilities, staff make very effective use of community resources and island sports facilities to ensure that children benefit from regular, varied and motivating PE lessons and physical activities. Commendably, all children receive twelve weeks of progressive swimming tuition at every stage of primary school.
- All children benefit from a well-established, structured programme for Gaelic Language Learning and have regular access to learning, hearing and using Gaelic. They show a positive attitude towards learning and use their developing skills confidently, sharing greetings and polite expressions. Teachers work in close partnership with staff from Tobermory School to provide a coherent and progressive learning pathway for children across stages and at points of transition. Children develop knowledge and understanding of Gaelic cultural, environmental and historical characteristics through participation and performance in the Mull Provincial Mòd in Tobermory. They work closely with partners and organisations, such as Fèisean nan Gàidheal, and community members to share and celebrate Gaelic culture and music.

## 2.7 Partnerships: Impact on learners – parental engagement

- All parents feel very comfortable approaching the staff with any questions, suggestions or concerns. They feel valued as partners and that their views are taken into account. Parents appreciate the caring and supportive approach of senior leaders, teachers and support staff. Staff use strategies, such as newsletters, the school blog and digital platforms to keep parents informed of the work of the school.
- Staff are supporting parents to spend time with their child in school through events, such as Scottish Book Week and family trips. Children's performances, such as the Mòd and Christmas Show, are enjoyed and celebrated by families. They are proud to watch their children perform. When there are a few families with young children, school staff work in partnership with parents to host a regular toddler group.
- There are many opportunities for parents and families to be involved in sharing children's learning and progress, such as award celebrations. Projects and regular home link activities give families opportunities to work on curricular learning together. Teachers produce high-quality parental reports twice a year to share children's strengths and next steps in learning. These provide useful guidance on how parents can support their child's learning at home. All parents are happy with the progress their children are making.
- All parents feel involved in the work of the Parent Council, and they lead a wide range of fundraising activities in the community. All children benefit from funded experiences, such as residential trips and new playground equipment.
- The expansive range of high-quality partnership working with the local and island community is enhancing the learning experiences of all children. This supports children's skills very well to become successful learners, confident individuals, responsible citizens and effective contributors. Children are highly engaged by authentic, meaningful experiences, such as leading the school community café and intergenerational projects.



## 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

- All staff ensure wellbeing is embedded and is a significant focus of school life and learning. They have a deep professional understanding of their roles and responsibilities in relation to Getting it right for every child (GIRFEC). Staff provide safe, nurturing relationships and are fully committed to improving and supporting children's wellbeing. All children have a very good awareness of their own and others' wellbeing. They have a well-developed understanding of wellbeing indicators and discuss articulately how these relate to their lives. Children reflect regularly on their own wellbeing and use questionnaires well to evaluate their skills. They set individual targets for aspects of their wellbeing, for example skills in swimming. Children identify and share ways the school can support further their development, such as healthy eating ideas.
- Children learn about 'United Nations Convention on the Rights of the Child' across a wide range of contexts. This includes outdoors, in class, at assemblies and working with partners. Children and staff identify and discuss rights linked to lessons across the curriculum and share these regularly with parents through the school blog. This supports a deep understanding of children's rights locally and globally. Children led the school community's work on rights which has been nationally recognised through the achievement of a gold Rights Respecting Schools Award.
- Children participating in the 'Young Leaders' programme speak confidently about how they work with other children to promote good health and increase opportunities to be active. Participation in sport and activity plays an important role in school life for children and staff. They work well in partnership with Active Schools and partners to ensure all children receive high-quality and new experiences, such as boccia, a Paralympic sport. Children identify with confidence the benefits of participating in physical activity and a daily mile. They develop further their teamwork skills and physical health through joint school athletics and games, and creative island-wide sports challenges.
- Staff and children have a strong, shared understanding of the importance of feeling safe. As a result of well-planned experiences and activities, children identify and discuss how to keep themselves safe confidently and articulately. Children demonstrate a strong skillset in the assessment and identification of risks, for example leading this process before outdoor learning. They can identify further ways to keep safe, such as using passwords online and care with medicines. As a result of well-focused, contextualised learning, children have an important awareness and understanding of water safety. Teachers have highly effective approaches to support children to share and deal with worries or concerns. All children feel safe in school and understand they have adults they can talk to.
- During the initial phased return to school after periods of remote learning, staff adapted learning and teaching to prioritise their focus on children's wellbeing, mental health and

engagement with learning. The headteacher monitored progress robustly through focus groups and questionnaires. Staff were responsive to the range of children's needs and implemented professional learning very effectively in areas such as mind-set and nurture. This continues to support children to manage their behaviours, understand emotions, and work well with others. Children benefited from participation in innovative wellbeing projects with other schools on the island, such as 'tough cookies' and 'wild teddies'. As a result of the school's actions, children are settled and engaged and demonstrate increased resilience and positive wellbeing.

- Staff monitor and evaluate children's wellbeing and participation skilfully through focused learning conversations and learning profiles. They use this data very well to help identify patterns and guide the planning of future lessons and experiences, such as tailoring after school clubs.
- Overall, senior leaders and staff are meeting their statutory duties for wellbeing, equality and inclusion very well, including children's attendance and meeting additional support needs of children. The whole school community contribute to the safeguarding of children and understand their responsibilities in relation to child protection confidently.
- Teachers use well-established, effective procedures to identify children who require additional support and ensure they receive appropriate and early intervention. They regularly monitor the impact of interventions to ensure they are improving outcomes for children. The headteacher manages and implements Child's Plans for children who need them effectively. Teachers create support plans which are strength-based and outline helpful strategies to support children. Staff engage in highly effective partnership working with other agencies and specialists which results in positive outcomes for children. Children and parents are fully involved in planning and reviewing progress and support.
- All children are included in activities, experiences and all aspects of school life within a well-developed, fully inclusive culture. Teachers ensure all children receive support promptly in an inclusive way. All parents feel that their child's needs are being supported very well. Staff and children are invested in promoting equality and diversity and reducing discrimination. Children lead and participate regularly in campaigns that raise awareness of diversity and support global issues. Participation in 'Show Racism the Red Card' supports children to talk about the importance of treating others with respect and celebrating differences. A progressive, high-quality health and wellbeing curriculum underpins the children's learning, skills and experiences.
- Staff, working closely with partners, provide religious observance in line with national guidance. There are well-established links with church and faith groups. All children are involved in marking and celebrating occasions, such as Christmas and Easter, with the school and wider community.

## 3.2 Raising attainment and achievement

very good

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

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

### Attainment in literacy and numeracy

- At the time of the inspection, the school roll comprised of a small number of children. As a result, attainment and progress will be expressed in 'overall' statements, rather than for specific year groups or CfE levels.
- Overall, attainment across the school in literacy and English and numeracy and mathematics is very good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Almost all children who face barriers to learning are making very good progress towards meeting their individual targets.

### Attainment in literacy and English

#### Listening and talking

- Overall, children are making very good progress in their listening and talking skills. They develop core skills through authentic and engaging planned activities. For example, children recently applied questioning and active listening very successfully when interviewing local community members for a podcast. They made skilful use of a range of techniques of presenting. All children listen very well and confidently articulate their thoughts and opinions appropriate to their age and stage. They are practising further techniques used to engage and influence listeners.

#### Reading

- Overall, children are making and sustaining very good progress in reading. All children engage well with personal and guided reading, regularly making choices about what they like to read. They share opinions about authors and genres with enthusiasm. As appropriate to their age and stage, children read well with fluency and expression. Younger children are developing their knowledge of sounds and beginning to blend with increasing confidence. Across the school, children independently apply their skills to decode unfamiliar words. Older children confidently talk about main ideas in a text and demonstrate a sound understanding of setting and characters.

#### Writing

- Overall, children are making very good progress in writing. Children's ideas for writing are stimulated by the local environment, learning across the curriculum and real-life events. They write regularly across genres for a range of meaningful purposes, such as poetry, letter writing to other schools and creating information boards for their nature trail. Younger children demonstrate early writing skills and form their lower-case letters well. Teachers should continue to encourage them to record their experiences and ideas independently. Older children use a range of punctuation within their writing and use paragraphs well to separate

ideas. Their texts are increasing in length, with creative ideas and include progressively ambitious vocabulary. The quality of children's writing and presentation is of a very high standard across the school.

### **Numeracy and mathematics**

- Overall, children are making very good progress in numeracy and mathematics. Teachers provide rich, engaging planned experiences which support children to develop their knowledge, grow in confidence and apply their numeracy skills in real life.

### **Number, money and measure**

- Younger children recognise a wide range of numbers, add and subtract with increasing confidence and count accurately forwards and backwards in sequence. Older children demonstrate mental agility appropriate for their stage. They carry out calculations with increasing accuracy and engage well with games increasing their speed of recall. Older children identify place value of numbers accurately and show confidence when rounding. They are building confidence when applying their understanding of fractions and decimals. Outdoors and in class, younger children estimate and measure different lengths using non-standard units well and older children are becoming increasingly accurate using standard measurements. All children use the language of measure well to compare items. As identified by staff, children need further practice using a range of strategies to solve word and multi-step problems.

### **Shape, position and movement**

- Across the school, children are confident in naming and discussing the properties of two-dimensional shapes and three-dimensional objects appropriate to their age and stage. They are developing their understanding and interest in symmetry. Through outdoor learning, children are developing the appropriate vocabulary of position and movement when describing the location of items in relation to one another. Older children are increasingly confident using compass points.

### **Information handling**

- Across the school, children benefit from regularly applying their skills in data and analysis in a wide range of real-life and rich contexts. They use tally marks with growing accuracy to help count responses from surveys and display findings in a graph, for example items collected in a beach clean. Older children independently select the correct scale to use for graphs. They regularly work together to analyse, interpret and draw conclusions from data. They should now develop their skills in using digital technology further to collect and display information, such as using electronic spreadsheets.

### **Attainment over time**

- Overall, children are supported well to make very good progress over time from their prior levels of attainment, in both literacy and numeracy. The headteacher has established well-developed and effective approaches to predict and monitor children's individual and overall progress over time. Staff track the progress individual children make towards meeting their individual targets very well across all areas of the curriculum. They have data which shows that almost all children make very good progress in all aspects of learning across the curriculum over time.

### **Overall quality of learner's achievements**

- Across the school, children develop skills in independence, resilience and teamwork through regular outdoor activities, trips and residential experiences. All children demonstrate and exercise skills regularly in leadership and communication. They organise and lead whole school events, such as the community café. Older children enjoy taking on further roles of responsibility such as buddying younger children. Creative after school and lunch clubs allow

children to explore new activities and learning, such as Portuguese, science experiments, art and dancing. All children participate and speak enthusiastically about new experiences.

- School staff recognise and celebrate children's successes and achievements in a range of ways, both in school and online. They make very good use of digital platforms, certificates and awards, and the 'Celebrating Success Wall'. The headteacher enhances children's skills and experiences through embracing challenge and taking part in national competitions. All children benefit from this approach. Working together as a school community they have achieved many awards, such as Primary Award for Green Education in Schools (PAGES) and Woodland Trust Awards. Currently, teachers are developing ways to support children to identify and record the attributes and skills they develop through wider achievement activities.

## **Equity for all learners**

- The headteacher and school staff have a strong focus on social inclusion. They ensure all children have equal access to the curriculum and full range of wider achievements. The headteacher has well-established financial arrangements in place to allow every child and family to engage fully in all aspects of school life and activities. For example, swimming lessons and all trips are fully funded and warm, waterproof, outdoor clothing is available for everyone. Staff have a deep understanding of the current socio-economic challenging circumstances for the school and local community. The headteacher has increased support for all families and regular events in school provide welcoming, warm spaces for members of the community to meet and socialise.
- Staff have a deep, professional understanding of the Scottish Attainment Challenge. They know their children and families well and the types of challenges affecting the school and community. The headteacher is continually proactive in seeking funding and additional financial support to support closing any gaps in learning. Staff use their knowledge very effectively to inform and evaluate targeted and universal support. These interventions reduce potential barriers to learning and are having a sustained, positive impact on children's attainment and achievement.

## Practice worth sharing more widely

- The school's high-quality provision of teaching and learning, including regular, well-planned opportunities for children to apply and enhance their learning and skills in real life and authentic contexts. This includes approaches to play, outdoor learning and learning for sustainability.
- The highly effective approach to personalised learning. Children select, plan and organise their own cross-curricular learning and transferable skills. The experience is enhanced further by children receiving feedback from professionals and experts linked to their projects' context from the world of work.
- Highly effective moderation processes with holistic approaches to planning and evaluating learning, teaching and assessment across curriculum areas. This supports a clear and shared staff understanding of standards and progression within and across CfE Levels.
- The value placed on developing skills for learning, life and work, through working closely with the community, partners and local and national organisations. Children talk articulately about the skills and qualities they are developing across the four capacities of CfE. They regularly gain recognition and awards for their achievements.

## 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.