

Summarised inspection findings

Williamsburgh Primary School

Renfrewshire Council

23 April 2024

Key contextual information

Williamsburgh Primary School and Nursery Class is a non-denominational primary school located in Paisley, in Renfrewshire Council. At the time of inspection, there were 330 children across 14 classes on the school roll. Seventy children attend the early learning and childcare setting. Forty-nine percent of children live in Scottish Index of Multiple Deprivation (SIMD) deciles 1 and 2. Sixteen percent of children have English as an additional language. Thirteen percent of children have additional support needs or require more help to make progress in their learning. In 2022/23, attendance figures were below the national average. There were 2.1 exclusions. This is below the national average of exclusions.

The school's senior leadership team comprises of the headteacher, two deputy headteachers and one principal teacher. The headteacher was appointed in December 2019.

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. She has led the school very capably through a period of significant change over the last few years. She is aspirational for all children and has a clear, ambitious vision for the school. She has secured the trust of staff and the wider school community and is very well respected by children, staff, parents/carers and partners. The headteacher's involvement in local authority improvement groups is influencing leadership of change beyond the school. For example, the headteacher provides training on improving learning and teaching to teachers in other schools.
- Senior leaders work very effectively together, and their skills complement each other well. Together, they have created and implemented a thorough strategic plan for continuous improvement in consultation with all stakeholders. Across the school, all staff demonstrate a deep commitment to improving outcomes for all children.
- Led by the headteacher, the school's vision, values and aims have been developed and agreed through consulting children, parents/carers, staff and partners. They worked together well to create a vision that is relevant and meaningful for the school and nursery. The school vision 'learning today for a successful tomorrow' and the values 'Achieving, Respectful and Kind' are displayed prominently in classrooms and around the school. Staff support children very well to explore the values frequently and meaningfully during assemblies and in class. This is helping children understand the importance of the school values and their relevance to learning and life. Children enjoy receiving house points when they demonstrate the values.
- The headteacher has established effective quality assurance arrangements. Regular, well-planned evaluation activities include observing learning and teaching, reviewing children's work and providing evaluative feedback on planning and analysing children's progress. There

are clear connections between self-evaluation, improvement planning and professional learning. The headteacher considers carefully and manages the pace of change skilfully. Senior leaders fully involve all staff, children, parents/carers and partners in the school improvement planning process and in agreeing priorities to take forward. Senior leaders seek feedback regularly from the school community. They listen carefully to everyone's views and use ideas suggested. Senior leaders ensure the school improvement plan is focused on improving outcomes for children and includes clear measures for success and baseline information. There is a robust rationale for change. This session, senior leaders and staff have prioritised raising levels of attainment in literacy and further closing the poverty related attainment gap. They have clear plans to achieve this through improving approaches to learning, teaching and assessment. Staff are well-placed to take this work forward. As planned, senior leaders, staff and children should continue to work together to develop an agreed learning, teaching and assessment standard.

- All staff are very proud to work at the school. There is a very strong sense of teamwork. All staff are encouraged and empowered to embrace leadership opportunities in the school. Almost all staff, including support staff, undertake aspects of leadership roles, which contribute well to school improvement, such as literacy, moderation and pupil committee groups. Senior leaders support all teachers well to engage meaningfully with annual staff professional reviews. Teachers link their development plans effectively to the General Teaching Council for Scotland standards and the school improvement plan. Staff undertake ongoing professional learning, including visits to other schools to learn from good practice in areas such as play, digital learning and mathematics. They share readily their learning with each other and support colleagues to implement change and improvements. This includes, for example, developing approaches to the teaching of writing. Their commitment to professional learning and effective leadership of change is resulting in improved outcomes for all children.
- Children across the school enjoy a variety of responsibilities, for example as part of the pupil council, Eco and children's rights steering groups. Children at every stage have leadership opportunities as members of school improvement groups that focus on areas such as literacy and digital learning. Most children feel their views are listened to and are confident to share their ideas with staff. Older children have the opportunity to become house captains. Staff help children to work towards a range of accredited awards in relation to digital technology, reading and social enterprise. These experiences are contributing to raising children's aspirations and achievement and the profile of the school within the local community. As planned, staff should continue to build on the opportunities children have to develop their leadership roles in the school. In doing so, children should take increased responsibility to evaluate and influence continuous improvement. Children should use 'How good is OUR school?' to support them in doing this.
- Senior leaders and staff work well with partners to improve children's learning experiences and support their wellbeing. All partners speak of the highly collaborative and solution-focused approach taken by senior leaders. This approach is helping staff to address barriers faced by children and their families, not just in the school, but in the wider community.
- All staff have a good understanding of the school's social, economic and cultural context. They are aware of the challenges families are currently facing as a result of the rising cost of living. They are aware of the school's poverty-related attainment gap. The headteacher has a strategic plan for Pupil Equity Funding (PEF). Currently, funding is used for additional staffing to support identified cohorts of children with their learning and wellbeing. Senior leaders consult with staff and parents/carers and partners on how best to invest PEF.

2.3 Learning, teaching and assessment

very 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

- All staff provide a calm, nurturing and purposeful learning environment that supports children's learning very well. There are very positive and respectful relationships between children, and between children and adults. The school values are very evident in these relationships and are embedded in the ethos of the school. The school's positive ethos is supporting children's engagement in learning.
- In most classes, almost all children find learning opportunities motivating and teachers provide them with choice in their learning. Children regularly have opportunities to work independently, in pairs and in larger groups. This supports them very well to develop resilience in learning and skills in problem solving, negotiation and communication. As a result, children are supportive of each other. In almost all lessons, children listen attentively to instructions and are confident to share their learning. Teachers ensure that classrooms are organised, bright and engaging and across the school, displays of children's work are of a high quality. Staff use displays to support children's learning and to recognise achievements. Children are proud of their work and are keen to share this.
- In almost all lessons, teachers provide clear and helpful explanations and instructions. They effectively share the purpose of learning with children and explain clearly what children need to do to be successful in that lesson. When teachers involve children in co-constructing the steps to success, this helps children to take increased ownership of their learning. Most teachers use plenary sessions to reinforce key learning points for children, celebrate achievements and set the learning focus for the next lesson. Most children experience learning which is appropriately matched to their needs. All teachers should ensure learning experiences provide all children with appropriate levels of challenge and build on their prior learning. This should support all children to make the best possible progress across all areas of the curriculum.
- Almost all teachers use questioning effectively to extend children's learning and check for understanding. Most children feel that staff help them to understand how they are progressing in their learning. Almost all teachers use oral feedback to support children, including 'in-the-moment' feedback. Most teachers write comments in jotters which children value. However, the quality of this feedback is variable. As planned, senior leaders and staff should develop a more consistent approach to high-quality feedback. This should help children to understand better what they are doing well and what they need to do to improve. Across the school, children are at the early stages of setting their own learning targets. This provides them with clear direction on how they can improve their own work.
- Teachers use digital technologies very effectively to enhance learning. Almost all children show skill in using digital technology in their learning. Digital resources and technologies are utilised well in all curricular areas. Children enjoy learning using a range of relevant online programmes to support their learning. Older children research real life contexts confidently,

such as budgeting in maths. Across the school, children use digital technologies to assess their progress and develop independent learning skills.

- Teachers and early years staff have successfully developed an attractive and inviting shared environment for play. Staff have created play planners to support children well in planning and reviewing their play. Staff regularly engage with research and national practice guidance, and this has supported their understanding of adult led and child led play. Staff continually review and refresh the play experiences to meet children's changing needs and interests. Children are independent in their play. Play experiences carefully link to current learning in literacy and numeracy and skill development, as well as being responsive to children's interests. This approach is supporting children well to make progress across the whole curriculum.
- Senior leaders have created a coherent assessment calendar to support teachers in assessing children's progress and attainment. Teachers use literacy, numeracy and health and wellbeing assessments. This supports teachers' confidence and understanding of children's progress across and within levels. All teachers have recently participated in professional learning on developing high quality assessments. These assessments support children to demonstrate their learning in new contexts. For example, creating a digital presentation about the Vikings supports children to apply skills across the curriculum. As planned, teachers should continue to extend this approach to support them to assess children's learning across all curricular areas. Senior leaders and teachers use summative assessment well to support planning next steps in learning and identify children who require targeted interventions. Most children are beginning to peer and self-assess their work and the work of others, for example in writing. This is appropriately linked to steps for success to support children to know what they have done well and what their next steps in learning are.
- Teachers plan learning well using Curriculum for Excellence (CfE) experiences and outcomes and progressive planners for all curricular areas. They plan for the range of needs in their class, incorporating support and resources to meet the needs of almost all children. Children who require support with learning have bespoke plans and interventions to meet their needs well. Across the school, children have opportunities to be involved in planning learning for contexts. They share with teachers what they already know and what they want to know more about at the start of each topic.
- Senior leaders and teachers have effective and manageable systems in place to review children's attainment. They meet termly to discuss the progress of individuals and groups of children. Together, they look at a range of data, including where children have barriers to learning. This helps teachers to understand which children are on track and those who are not yet on track. As a result of these robust meetings, interventions are planned to support children who require additional help with their learning. Raising attainment and pupil support staff skilfully deliver a range of successful interventions in literacy and numeracy. These are helping children to make progress towards their learning targets.
- Senior leaders effectively prioritise time for teachers to collaborate meaningfully with moderation activities including joint planning and visiting other schools to observe practice. Teachers have regular opportunities to work collegiately to improve practice. This includes reviewing children's writing with cluster colleagues. This is helping to ensure teachers' judgements of children's progress and achievement is accurate and supports consistent standards and expectations across the school.

2.2 Curriculum: Learning pathways

- Teachers use local authority and school progression pathways well for all curriculum areas. These take account of CfE experiences and outcomes and national Benchmarks. This helps children to build on what they already know and to link their learning well across different curricular areas. The curriculum is based on a rationale which refers to skills for learning, life and work. As planned, senior leaders should work with staff to implement a clear skills progression framework. This will help children to make links between their learning and achievements and skills.
- Children at all stages benefit from a progressive skills programme in French. Teachers reinforce French vocabulary in the day-to-day life of the school. There are opportunities for children across the school to develop their awareness of other languages.
- Across the school, children have the opportunity to learn outdoors in a few lessons. As planned, staff should now develop a progressive outdoor learning programme to maximise the potential of the school grounds and the local area to enhance children's experiences.
- The school provides children with regular and important opportunities to participate in healthy physical activities, such as daily exercise. Senior leaders should review timetables to ensure all children receive two hours of quality physical education each week.
- Children learn through a progressive religious and moral education programme across the school. This programme is responsive to the beliefs and values of individual children and their families. Children's own life experiences are used as a context for learning. Children participate in religious observance through services delivered by the school's Chaplain.
- Staff and children are developing new approaches which are helping to create a positive reading culture across the school, involving various successful initiatives. For example, 'bedtime stories' project, book recommendation displays and visits to the local library. Older children take on the role of reading buddies for younger children. All of these approaches are having a positive impact on children's interest in reading. All children benefit from class libraries and a well-stocked school library which provide a range of fiction and non-fiction books. The school has successfully achieved the silver level of an accredited reading programme for schools. As planned, staff should continue to build on this, embedding and sustaining a whole school community reading culture.
- Staff work in partnership with other agencies and companies to enhance the curriculum for children. These include the local church, Paisley Grammar School, Active Schools and local tennis club.

2.7 Partnerships: Impact on learners – parental engagement

- Almost all parents/carers agree that the school has a very positive and nurturing ethos where trusting relationships are well established between staff, children and their families. Parents/carers speak positively about the effective arrangements in place to support children when they join the school. Parents/carers enjoy activities where they can learn together with their child. This includes opportunities such as open evenings, homework clubs and a family first aid course.
- Almost all parents/carers feel that their child is making good progress. Parents/carers receive information about what their child is learning in a variety of ways. For example, teachers share termly newsletters which provide information about their child's learning in key curricular areas. Examples of children's learning are shared through online platforms. A few parents/carers find the online platform used with younger classes more accessible than the online platform used in the older classes.
- Parents/carers appreciate the regular communication they receive through newsletters, social media and online platforms. They value the up-to-date information about their child's learning and successes. A few parents/carers would like to receive more advance notice of school events.
- The Parent Council represent parents/carers effectively at regular meetings with the headteacher and senior leaders. The Parent Council supports the school well with fundraising activities and school events, such as evening discos and the annual summer fayre.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.1 Ensuring wellbeing, equality and inclusion

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 use the school values 'Achieving, Respectful and Kind' to underpin all aspects of the school's work in developing positive and supportive relationships. All staff have clear expectations of children's behaviour and make effective use of the house system to recognise and encourage positive relationships. As a result, almost all children across the school display high standards of positive behaviour. A few children benefit from support from staff to consistently exemplify school values. Staff use a range of positive approaches to resolve difficulties including restorative conversations, emotional regulation and social groups.
- Staff and children have a shared understanding of the importance of wellbeing. Senior leaders make meaningful reference regularly to the wellbeing indicators during assemblies. Children are developing their understanding about the wellbeing indicators and their relevance to their lives, both in and beyond school. Almost all children feel that staff teach them how to be healthy and develop a healthy lifestyle. Across the school, children engage in a range of activities which promote physical fitness and wellbeing. Children enjoy learning skills in basketball, gymnastics, athletics, and dance. They are very aware of skills needed to keep safe online, to keep safe around roads and the importance of having good mental health. Teachers should continue to develop the use of wellbeing indicators during learning activities. This should support all children to discuss what it means to be safe, healthy, achieving, nurtured, active, respected, responsible and included.
- All staff treat children with respect and most children feel that staff listen to their views. Most children know that they have someone in school they can speak to if they are upset or worried about something. The school uses PEF to provide a children's counselling service. This provides an opportunity for individual children who need this support to talk with a safe adult. As a result, children's resilience, confidence, and wellbeing is improving.
- There is an increasing focus on the United Nations Convention on the Rights of the Child (UNCRC) across the school. Teachers and children work together to develop classroom charters based on the rights of the child. The school has achieved a bronze national award recognising their work around the rights of the child. All staff should continue to highlight children's rights across the curriculum to ensure all children understand their relevance and how they impact upon their wellbeing. Senior leaders have identified a need to increase parent awareness of rights-based learning taking place in school. This should support children to become more aware of their rights and to see themselves as citizens and important members of the school and local community.
- Teachers plan for health and wellbeing using a progressive learning pathway. This helps teachers provide learning experiences which build on children's prior learning. Children learn about healthy eating, managing risks and how to develop and manage friendships and relationships. Children across the school learn about self-control, emotional awareness, and

inter-personal problem solving through a wellbeing programme. As a result, children are becoming more confident in recognising, talking about and managing their emotions. A few children and parents/carers feel bullying is not always dealt with well. An important next step is that senior leaders work in partnership with the school community to make them more aware of the school's anti-bullying policy and procedures. This will help develop a shared understanding and an increased awareness of anti-bullying education.

- Staff have effective transitions arrangements in place to support children's transition in and out of the school and across primary stages. Transition into P1, includes parents/carers wellbeing questionnaires about their child, videos and stay and play sessions. Parents/carers and carers comment positively on the benefit to their children and the opportunities they have had to find out about their child starting school. Transition to secondary education is well planned with transition projects and opportunities to meet secondary staff. Staff work collaboratively with partners to ensure that children benefit from appropriate support. Children who require an enhanced transition have this planned carefully to minimise the impact of moving schools. Staff create transition passports for children as they progress from stage to stage within the school. These supports provide children with effective opportunities to settle in and thrive in their new settings or classes.
- 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. Several areas for improvement have been agreed with the school and the school meals provider.
- All staff have undertaken professional learning about Renfrewshire Council's child protection and safeguarding guidance. As a result, all staff know and understand how to apply the school's child protection and safeguarding procedures to keep children safe. All staff have a good understanding of statutory requirements in relation to wellbeing, equality, and inclusion. Teachers use the school's effective procedures for identifying and supporting children who may require additional support. Children benefit from skilful support from staff who provide additional support for learning. Staff engage well with partners, including Educational Psychology Services and English as an Additional Language Provision. This helps support children to make good progress in learning. The staff engage with parents/carers and children in creating, developing and agreeing targets in action plans to best support children's progress.
- Senior leaders have put in place a range of approaches to monitor attendance. This supports staff to identify barriers to attendance quickly and to offer support. For example, senior leaders send letters, meet with parents/carers and where appropriate make home visits. Currently attendance is below the national average. Senior leaders and staff should continue to work in partnership with families and a range of partners to improve attendance.
- Senior leaders and staff have worked very well to develop inclusive practice across the school. Teachers understand their responsibility to provide universal support to help meet the needs of children in their class. Staff and senior leaders meet termly to discuss and review the wellbeing needs of children. Teachers plan the physical and social environment, including structures and routines to motivate, engage and support children. This is improving staff confidence in meeting the varied needs of children and helping to promote inclusive classroom approaches. As a result, almost all children with additional support needs can successfully engage with their learning. Senior leaders and staff are at the early stages of

putting systems in place to track children's wellbeing. They recognise that this system needs further developed to ensure that the wellbeing needs of all children can be effectively tracked and monitored. When fully implemented this system should provide helpful information for staff on how best to plan for, and further meet the wellbeing needs of children across the school.

- Staff and partners develop effective individualised packages of support for children at risk of exclusion. As a result, exclusions rates are very low and below the Local Authority and national average. Through this support, children are able to successfully maintain their attendance working to overcome challenges they may be facing.
- The school has a very inclusive ethos. Staff and children understand, value, and celebrate the cultural diversity of the school community. Children regularly share information about their culture during learning, assemblies, and whole school events. The school library offers a range of multi-cultural reading materials. Children benefit from a growing range of texts on different religions and cultures. Senior leaders have correctly identified the need to extend and develop further the provision of reading books which make learning relevant, inclusive, and enjoyable for all children.

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 English and numeracy and mathematics is good. At early level, most children are achieving CfE national levels in writing and numeracy. Almost all children are achieving CfE national levels in listening and talking. The majority are achieving CfE national levels in reading. At first level, most children are achieving CfE national levels in listening and talking, reading, writing and numeracy. At second level, most children are achieving CfE national levels in listening and talking and reading. The majority are achieving CfE national levels in writing and numeracy. Across the school a minority of children would benefit from further challenge in their learning. This would ensure all children make the best possible progress in literacy and numeracy.
- Most children who require support with learning, including children with English as an additional language, make good progress from prior levels of attainment or towards their own targets.

Attainment in literacy and English

- Overall, most children make good progress in literacy and English. A few children make very good progress.

Listening and talking

- Across the school, most children listen well, follow instructions and talk confidently. At early level, children enjoy listening to and accurately retelling stories. They are beginning to take turns when talking and listening with others. At first level, most children know the skills required when presenting to a group, including making eye contact, speaking clearly and preparing information. They are beginning to develop the skills involved in note taking and would benefit from further practice in this. At second level, most children present their views articulately to others using emphasis, pace and tone when speaking. They are beginning to build on the contributions of others in discussions and now need to engage in debates on a range of topics more regularly.

Reading

- At early level, most children use their knowledge of sounds and blends to read simple words and sentences. They need support to learn the features of non-fiction texts. At first level, most children discuss confidently current reading books, sharing favourite parts of the book and characters. They are less confident at identifying and finding key information in non-fiction texts using content page, index, heading and subheadings. At second level most children use a range of reading skills including predicting and summarising which supports them to talk confidently about texts read. They should continue to extend their reading repertoire to include a broader range of genres.

Writing

- At early level, most children are increasingly confident to have a go at writing words and sentences. They create stories from pictures and words and enjoy sharing these with others. They should now be supported to extend their stories by adding connectives. At first level, most children use grammar and punctuation skills appropriately to enhance their writing. At second level, most children use figurative language successfully to engage the reader and convey their meaning. At first and second level, children would benefit from increased opportunities to write in a variety of genres and to regularly review their writing. Across the school children should be supported to improve the presentation of written work in jotters.

Numeracy and mathematics

- Overall, most children make good progress in numeracy and mathematics.

Number, money and measure

- At early level, children count accurately forwards and backwards in sequence to 20 and beyond. They name coins up to £2 and choose coins for a specific value. They would benefit from more practice in writing numbers. At first level, most children demonstrate an understanding of place value and round numbers to the nearest 10 and 100. Children write, order and sequence numbers within a thousand confidently. They require support when comparing fractions and describing a numerator and denominator. At second level, most children use multiplication and division facts to solve problems. They express fractions in their simplest form. They require further practice solving money problems and calculating accurately profit and loss.

Shape, position and movement

- At early level most, children recognise and describe common two-dimensional shapes. They use the language of position and direction during play. They are less confident sorting three-dimensional objects according to simple criteria. At first level, most children identify right angles in the environment. They require further practice using directional language. At second level, children understand the relationship between three-dimensional objects and their nets. They confidently use mathematical language to describe angles.

Information handling

- At early level, children use their knowledge of colour, shape, and size well to match and sort different items. At first and second levels, most children extract key information and answer questions correctly from a range of graphs, charts, and tables. At second level, children have developed an understanding of the ideas of uncertainty and chance and can use this to make reasoned predictions. Across the school, children would benefit from further opportunities to collect, display and discuss data.

Attainment over time

- Senior leaders have collated and analysed data on children's attainment for over six years. They look at patterns over time and identify where there are poverty related attainment gaps across the school. They use this data, together with their detailed knowledge of children, to inform whole school improvement. For example, the implementation of whole school changes to writing pedagogy, which is leading to improvements in children's writing skills. Senior leaders use this robust data to plan targeted interventions for individual children where they are not making expected progress. Senior leaders can evidence clearly where they are closing poverty related attainment gaps. This includes, for example, in reading in a few classes and where individual children are making good progress towards their targets. Senior leaders and teachers should continue to relentlessly focus on children's attainment and progress across the school to ensure all children make the best possible progress in learning, particularly in numeracy.

Overall quality of learners' achievements

- Children are proud of their achievements both in and outside of school. These are celebrated at monthly assemblies and through positive praise and feedback from staff.
- Children have opportunities to develop skills and attributes through lunchtime, after school clubs and school improvement groups. A recently established crochet club has been set up and organised by P7 pupils. P7 children are proud of their role as House Captains. Almost all children speak positively of the House System which enables almost all children to celebrate their achievements as well as helping to build children's confidence, self-esteem and promote teamwork across the school.
- Staff identify the need to track more robustly participation and achievements in and out of school to ensure all children have opportunities to achieve success. This will allow them to track children's participation over time and identify more accurately those at risk of missing out from opportunities. Staff should support the children to understand and articulate the various skills for learning, life and work they are developing through the wide range of clubs and groups.

Equity for all learners

- All staff have a very good understanding of the socio-economic background of children and of challenges affecting the school community. Staff work to minimise financial constraints that may prevent any children from taking part in opportunities for learning and achievement. Staff provide free clubs, clothing, and work with partners to support children and families facing financial hardship. As a result, families and children have benefitted from a range of support and opportunities for personal achievement.
- The school's PEF allocation is used to support the raising attainment strategy for literacy, numeracy and health and wellbeing for targeted groups of children. Identified cohorts of children are tracked and monitored. Interventions are reviewed termly to identify progress of individual children and plan further support. Interventions have resulted in a positive impact on children's progress in learning. Senior leaders can evidence that interventions are accelerating the progress of children targeted by this funding.

Practice worth sharing more widely.

QI 1.3 Leadership of change

The headteacher, supported by senior leaders promotes an aspirational vision of continuous improvement to improve outcomes for all children. There are clear connections between self-evaluation, improvement planning and professional learning.

- All stakeholders are fully involved in the school's improvement planning process. The headteacher regularly seeks feedback from children, staff, parents/carers and partners to evaluate the school's strengths and areas for development. This is done through using questionnaires, focus groups and online polls. Senior leaders listen carefully to everyone's views and use ideas suggested.
- Improvement planning is focused on improving outcomes for children and includes clear measures for success and baseline information. There is a robust rationale for change. Senior leaders involve all stakeholders to evaluate progress across the school year. The headteacher and senior leaders have created a very strong ethos of teamwork. All staff are encouraged and empowered to embrace leadership opportunities in the school.
- Almost all staff willingly take opportunities to lead school improvement activity. They undertake roles which are linked to improvement priorities or staff interest. These are identified through annual professional review and development processes. This enables staff to play an increased role in working together to influence school improvement.
- Staff speak positively about the quality and relevance of professional learning opportunities. All teachers engage very well in professional learning and development. They share readily their learning with each other and support colleagues to implement change and improvements. Staff's engagement with a range of professional learning opportunities within the school and beyond is leading to improved approaches to learning and teaching across the school.

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.