Summarised inspection findings

Niddrie Mill Primary School

The City of Edinburgh Council

14 May 2024

Key contextual information

Niddrie Mill Primary School serves the community of Niddrie in Edinburgh. It shares a campus with St Francis' RC Primary School and Moffat Early Years Campus. The school roll is 346 children arranged across 15 classes. In the last year there has been significant instability in the staffing of the senior leadership team. At the time of the inspection the acting headteacher had been in post for two weeks. The acting headteacher is an experienced school leader from within the local authority. She is supported by an acting depute headteacher and two acting principal teachers.

Eight-four per cent of children attending the school live in Scottish Index of Multiple Deprivation one and two. Fifty-three per cent of children require additional support for learning. Twenty-nine per cent of children have English as an additional language. Twenty-nine per cent of children have English as an additional language and there are 24 different languages as children's first language.

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

■ All staff provide a warm, nurturing environment for children in school. Most children demonstrate effectively the values of respect, honesty, ambition, love, kindness and friendship in their behaviour and interactions with adults and each other. The school vision, values and aims were developed in session 2017-2018 following consultation with staff, parents and children. Senior leaders need to review the vision, values and aims with all stakeholders. This should help them to ensure they remain relevant to the current context of the school and reflect the needs of all children in the school.

■ Senior leaders use a clear calendar for monitoring robustly the work of the school. They prioritise time effectively and teachers engage well in professional dialogue and school self-evaluation activities. They link this well to quality indicators in How good is our school? 4th edition (HGIOS4). Senior leaders monitor regularly learning and teaching and standards of pupils' work. All teachers participate effectively in peer observations of teaching and provide useful feedback to help their colleagues improve their practice further. All teachers make effective use of a rolling programme of review of school policies. This approach to quality assurance of guidance, helps teachers to be fully involved in the creation and updating of school policies.

■ Senior leaders use data gathered through self-evaluation activities well to identify appropriate key areas for school improvement. They ask parents regularly about their views on aspects of the life and work of the school through online surveys. Most parents and partners say that the school take their views into account when making school improvement. Staff have identified rightly improving children's attendance, developing continuity in high quality learning and teaching and raising attainment as key areas for school improvement. All teachers engage well in working parties on key areas of improvement. All teachers meet regularly to evaluate and

share the progress towards meeting school improvement priorities. As a result of this work, teachers are embedding improvements well and these are consistent across the school. For example, in all classes teachers now support children to identify their learning skills, such as creativity and collaboration, and link this to their learning. All teachers fully engaged in school improvement work to develop consistent approaches to teaching reading and writing across the school. This has led to most children now making good progress from prior levels of attainment in reading and writing. Support staff are not yet fully involved in evaluating the work of the school. Senior leaders need to ensure all staff are fully included in evaluating the work of the school. They should ensure all staff are given regular opportunities to share their views on school improvement.

- All teachers engage fully in annual professional review and development meetings with senior leaders. Together, they identify well areas of teacher expertise and interest linked to school improvement priorities. They use this information effectively to identify leadership roles for all teachers in the school. Through these leadership roles all teachers support each other well to improve the work of the school. For example, staff at early level are developing learning through play at P1. As a result, all children at P1 learn through purposeful play regularly throughout each school week. The teacher with leadership responsibility for digital technology is upskilling staff to digital tablets effectively. This is helping them to teach children the skills to make effective use of digital tablets in preparation for them having individual tablets in P6 and P7. As a result, children in P6 and P7 use tablets confidently to support and enhance their learning. All pupil support assistants engage fully in regular professional review and development meetings with senior leaders. Senior leaders need to support all pupil support assistants to access a range of training to help them develop their skills to support children further.

- A minority of children have leadership roles in pupil leadership groups such as the 'Rights Champions', pupil council, sustainability group and anti-bullying group. They lead well improvements in their chosen area. For example, the anti-bullying group consulted staff, children and parents about their views on bullying. They produced successfully anti-bullying posters and shared these with their peers. This is helping all children develop their understanding of bullying behaviour. Children in the anti-bullying group shared effectively the views they had gathered with senior leaders to help produce the recently launched anti-bullying policy. Senior leaders engage successfully a few children in leading 'learning environment walks'. These children take senior leaders on a walk round their classroom. Together they identify successfully areas of the environment which support high quality learning and teaching and areas which could be improved. This helps children to have ownership of, and pride in, their classroom environment and take a leadership role in school improvement. Senior leaders now need to ensure all children have the opportunity to undertake leadership roles in school.

- All staff have a clear understanding of the social, economic and cultural context of the school. Senior leaders have developed a clear plan for the use of Pupil Equity Funding (PEF). They have prioritised rightly funding for staff and multi-agency partners to provide targeted support to raise attainment and support children's wellbeing and attendance and engagement in school. Senior leaders should actively seek the views of staff, children and parents to help them to identify future priorities for the use of PEF. They need to closely monitor the impact of interventions to plan and implement those which have the greatest impact on children's progress.

2.3 Learning, teaching and assessment	good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

■ learning and engagement
■ quality of teaching
■ effective use of assessment
■ planning, tracking and monitoring

■ Across the school there is a warm, nurturing ethos. Most children demonstrate well the school values and an awareness of children's rights in most interactions with their peers and adults. Most children and almost all parents say the school helps children to be more confident. There are positive, caring relationships between children and between children and adults. Most children cooperate effectively during collaborative learning activities. All teachers use the school's consistent classrooms approach well to create purposeful learning environments. This supports teachers to motivate and support children's learning across the curriculum.

■ Overall, most children behave well in class. Children in all classes have worked collaboratively with their teacher to develop class charters which are linked to children's rights. Almost all teachers use praise well to promote positive behaviour. As a result, most children are respectful in their interactions with adults and other children. All teachers regularly assess and track the engagement of children in class activities. They identify successfully children with low levels of engagement and provide targeted interventions, such as outdoor learning, to re-engage children in learning and promote positive behaviour. Most children engage well in class activities almost all of the time.

■ Almost all staff have a strong focus on supporting children to regulate their emotions and behave well in class. Teachers identify well children who have difficulty regulating their emotions and behaviour. They work effectively with senior leaders to identify appropriate interventions to support children. These include time for children to work with the school counsellor or pupil wellbeing officers to develop strategies to support positive behaviour. A minority of children need further, planned support to regulate their behaviour in the playground during breaktimes. Senior leaders need to review the playground provision at break times to ensure children can access a range of engaging activities. This should help all children to regulate their behaviour better during breaktimes. Staff provide lunch clubs for a few children who find regulating their behaviour in the playground challenging. This is helping these children to regulate their behaviour and feelings.

■ In almost all lessons, most children engage well in their learning. Pupil support assistants and teachers support children to engage well in a range of individual, paired and group activities. Children are motivated and enthusiastic, demonstrating a willingness to contribute to discussions and share their skills, knowledge and opinions. All teachers should provide children with more opportunities to lead their learning. For example, children should have more opportunities to make choices about how they learn.

■ Teachers at the early stages have engaged well in professional learning about national practice guidance in learning through play. All children at P1 enjoy daily opportunities to learn through play. Teachers have created successfully stimulating and well-resourced learning environments, both indoors and outside. Through exploring this environment, children are

developing well their skill of creativity, curiosity and enquiry. All staff should continue to develop further the role of all adults in providing high-quality interactions during play.

- All children across the school have access to shared devices. All children at P6 and P7 have access to their own device. As a result, most children are developing well their confidence in using technology to support their learning. For example, younger children enjoy being 'learning detectives' and use digital tablets independently and effectively to record their learning. Most teachers use technology effectively to engage children in learning. For example, they use interactive whiteboards well as a learning and teaching tools and an online app to help older children self-assess their learning.

- In almost all lessons, teachers' instructions and explanations are clear. In most classes teachers use effective questioning to extend children's thinking and promote curiosity, independence and confidence. In almost all lessons teachers share the purpose of learning well and support children effectively to understand how they can be successful. As a result, most children know what is expected of them. In the majority of lessons children help to identify how they will know if they have been successful in their learning. This is helping the majority of children to identify and reflect on their learning and develop further their understanding of their own progress. Most learning activities are well matched to the needs of most children. All teachers need to plan learning which provides all children with challenge in their learning.

- Teachers use consistent, effective approaches to support children to assess their own learning and that of their peers. As a result, most children are developing well the skills and confidence in identifying their success. Teachers plan effectively how and when they will assess children's learning at key points in the school year. They use a range of formative, summative and standardised assessment approaches in literacy and numeracy well. Teachers continue to work together effectively to ensure assessment is integral to their planning across the stages and Curriculum for Excellence (CfE) levels. They make effective use of national Benchmarks and their own school assessment approaches to make professional judgements about children's progress and attainment.

- All teachers work together effectively to moderate children's work across stages within the school and with colleagues across the learning campus. This is helping to build their confidence and strengthen the quality of their professional judgements in school. All teachers meet regularly with their level partners to effectively moderate learning and teaching across the level. This is helping to ensure that children experience consistency in learning and teaching approaches as they move through the school. As a result, most children are making good progress.

- Teachers plan children's learning well across the curriculum using CfE experiences and outcomes across different timescales. Teachers work well together in stages and across levels to ensure children experience consistency and progression in their learning. They need to ensure they plan effectively to meet the needs of a few children who require to be further challenged in their learning. They need to develop approaches to involve children in planning their own learning.

- Senior leaders and teachers meet termly to track children's progress in literacy and numeracy and their engagement in learning. As a result, they successfully identify gaps in children's learning and plan appropriate interventions. Senior leaders and teachers now need to record and monitor the impact of interventions for all children.

■ All teachers use well the local authority progression pathways for literacy, numeracy and modern languages to plan appropriate experiences for most children. These pathways take account of CfE experiences and outcomes and national Benchmarks. Teachers have bundled CfE outcomes effectively in all other curricular areas to provide coverage of experiences and outcomes across a level. Teachers should develop progression pathways for all curricular areas to ensure all planned experiences build on children's prior learning.

■ All teachers engaged with recent professional learning focusing on planning which links learning across the curriculum. This is helping all teachers to ensure they plan learning which provides enjoyment, is relevant and has breadth and depth across the curriculum. Most children have opportunities to suggest contexts for learning for interdisciplinary topics. This is ensuring that most children experience high quality learning through meaningful contexts.

■ All children learn Spanish as a modern language. Children at the early stages enjoy greeting new adults in Spanish. Teachers follow learning pathways to ensure that children build on prior learning. Children at second level, are developing well their skills in French as part of the school's 1 +2 approach to modern languages.

■ Almost all children benefit from regular high quality learning experiences in physical education. Most children demonstrate high levels of engagement and enjoyment in physical education. Senior leaders should ensure that all children receive their full entitlement to two hours of high-quality physical education each week.

■ Teacher leaders for outdoor learning have engaged all teachers in professional learning on outdoor numeracy and mathematics. As a result, staff confidence in this area is increasing and teachers are making more regular use of the outdoors for learning. Most children engage regularly in outdoor learning. As part of staff's commitment to learning for sustainability, a few children have planted trees and developed an allotment and orchard for the school community. A few staff are trained in delivering learning in the forest. A minority of children have access to this one morning per week. Teachers plan these experiences very well to meet the needs of all learners who attend. Teachers use successfully the school's outdoor learning strategy. As planned, teachers should continue to develop a skills pathway to ensure children experience a progressive outdoor curriculum as they move through the school.

■ A few children at P6 and P7 receive brass tuition and enjoy performing successfully to others at school assemblies and once per year at the local secondary school.

■ Staff have recently, successfully refreshed the library with an increased selection of books by new and relevant authors. Senior leaders accessed funding successfully to purchase an increased range and diversity of books. Children with English as an additional language are beginning to use effectively an electronic pen which translates texts into a choice of several different languages. A majority of children independently access the library to choose books to read for enjoyment. As planned, staff should ensure that all classes, have weekly timetabled access to the library. This should support teachers to increase children's motivation in reading.

2.7 Partnerships: Impact on learners – parental engagement

■ Parents welcome the regular communication with the school about children's learning and school events. They enjoy regular opportunities to engage in family learning with their child in termly 'meet the learning' events. A few parents engage well in helping in school and class activities on a regular basis. Most parents say the school is helping their child to become more confident. Almost all parents say they receive useful information about their child's learning and progress through regular progress meetings and the online learning journals.

■ Staff ask parents regularly about their views on the work of the school using online surveys. Most parents say the school takes their views into account when developing school improvement priorities or developing new policies. They welcomed recent opportunities to share their views with the school about the new anti-bullying policy.

■ The Parent Council support the school well by fundraising and leading discos for children. The Parent Council is currently on pause for a few months. They have plans in place to reinstate in the near future.

■ Parents benefit from and welcome valuable opportunities to access personal support from the school nurse and charity partners. This helps them with their own health and wellbeing and managing of finances.

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 that need to be addressed as a matter for urgency.

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

■ All children benefit from the nurturing and inclusive ethos embedded across the school. Almost all staff ensure that children's wellbeing needs lie at the heart of all interactions. All teachers support children well to understand the language of wellbeing. As a result, children use this language effectively to talk about their feelings and experiences. Almost all staff model behaviours that promote and support the wellbeing of children. Most children and almost all parents feel that staff know them well as individuals. Most children and almost all parents feel staff treat them fairly and with respect through the positive relationships that exist.

■ Most children feel safe in school and know that most staff help them with this. All vulnerable children benefit from having an identified key adult to support their wellbeing needs. Most children feel they have someone to speak to if they are worried or upset. Most staff are sensitive and respond proactively to the wellbeing needs of individual children and their families. Senior leaders work effectively with staff and external agencies to deliver appropriate interventions to support children's wellbeing. For example, children receive effective and timely support from the pupil wellbeing officers and partnerships with counselling services. This helps them to understand anxiety, loss and change. Teachers and partners provide effectively a range of interventions to support children to develop their wellbeing. These include outdoor learning experiences and a mentoring programme with a local sports group. As a result, children are developing well their emotional wellbeing, readiness to learn and ability to regulate their emotions. Senior leaders should now develop ways to evaluate and record the impact of all interventions on progress for individuals and groups more effectively. This should help identify which interventions are having the greatest impact on targeted groups and individuals.

■ All staff have engaged well in helpful professional learning to support their understanding and use of nurture principles. Staff have created successfully a nurture room known as 'The Nest.' A few children access The Nest to receive support to develop their emotional wellbeing and social skills. Children benefit from the sense of safety and security this provision provides. As a result, children who attend The Nest are developing well their emotional wellbeing and social skills. For example, they are beginning to work well together in small groups.

■ Children are proud of their work leading to national accreditation for their approaches to respecting children's rights. As a result of this work, most children are aware of their rights and respect other people's dignity. Most children and almost all parents feel the school helps children to understand and respect others.

■ Senior leaders have clear processes in place to ensure staff receive appropriate levels of professional learning for child protection. They need to ensure all staff are trained on deregulation strategies to help all children to regulate their behaviour in the playground. Senior leaders and teachers ensure child's plans and individual educational programmes are

produced for children who need them. They need to review their approaches to planning for individual children with additional needs. Senior leaders should review the frequency of planning meetings and approaches to target setting. Targets should be measurable and achievable and clearly evaluated to ensure progress is captured effectively. In addition, they must review the support and interventions for children on part time timetables. This will increase children's access to full time education to achieve their best outcomes. Senior leaders must ensure that all children who meet the criteria are considered for a co-ordinated support plan, such as care experienced children.

■ The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole-school approaches to improving the health and wellbeing of children through food in school. A few areas for improvement have been agreed with the school and the school meals provider. Aspects of good practice were identified in relation to food and health promotion in the school.

■ The pupil wellbeing officer monitors the attendance of children regularly and closely. There are robust procedures in place to ensure children's safety if they are absent from school. Staff are proactive in supporting families to help children to attend. For example, they provide 'wakey, wakey' phone calls to families of children who are identified as developing a pattern of absence. Should a child's attendance dip below a benchmark, staff will notify the parent and agree support to help the child attend school. Staff identify and provide successfully appropriate interventions to support families to improve children's attendance in school. For example, they facilitate engagement with local breakfast clubs who provide a 'pick-up and drop off at school' service. Levels of attendance are above the national average. Senior leaders need to review how they record the attendance of children on part time timetables.

■ Most children and parents say that children have plenty of opportunities to get regular exercise. In addition to physical education, children are provided with the opportunity to walk regularly and attend out of school sports clubs. Senior leaders monitor the uptake of children to access clubs and support children and families to apply and take part. Most children feel their teachers teach them about what constitutes a healthy lifestyle. Younger children know how to ensure healthy teeth through daily toothbrushing. Most children benefit from regular learning around healthy foods. They work together enthusiastically to create healthy recipes which they then share with families through recipe bags. This allows families to cook together and provide healthy meals at home. Staff from the local secondary support both teachers and children well with cooking skills. Children enjoy opportunities to learn about sustainability by using food waste from school as compost to grow their own seasonal food.

■ All children receive their entitlement to religious observance through regular assemblies delivered by the local chaplain. Through assemblies and class activity, children learn about and celebrate the variety of religions and cultures followed by their community. This supports them well to explore and understand diversity. For example, they engage enthusiastically in learning through Black History Month and festivals and celebrations of a wide variety of world religions.

■ Most children are developing well their understanding of inclusion and equality. For example, children learn about unique qualities of individuals such as deaf awareness, adoption and downs syndrome. As a result, most children are beginning to recognise the diversity of their community. Staff have worked with children recently to develop a revised anti bullying policy. Most children can talk about a few protected characteristics and show awareness of discrimination such as racism and religious intolerance. As a result, all children benefit from an

increasingly inclusive learning environment where their understanding of the uniqueness of individuals is increasing. The school should develop further the learning environment and resources that fully reflect the diverse nature of their school community.

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, attainment in literacy and English and numeracy and mathematics is good. At early level, most children are achieving expected CfE levels in reading, listening and talking and in numeracy and mathematics. A majority of children at early level achieve expected levels in writing. At first and second level, most children are achieving expected CfE levels in all areas of literacy and English and numeracy and mathematics.

■ The majority of children, who require additional support with their learning, are making good progress with their own milestones from prior levels.

Attainment in literacy and English

■ Overall, most children make good progress from prior levels of attainment in reading, writing, listening and talking.

Listening and talking

■ Most children are making good progress in listening and talking. At early level, the majority of children listen well to each other and respond enthusiastically to spoken texts modelled by their teacher. At first level, most children engage with each other and listen well to instructions. They can answer questions appropriately. Most children at second level listen respectfully and respond to the ideas of others. Most children can contribute relevant ideas, information and opinions at appropriate times. At all stages, a few children require more adult support to participate more fully in talking and listening activities.

Reading

■ Most children working towards early level are increasing their knowledge of sounds and letter patterns and recognise these in simple texts. Most children read a simple sentence in a text. Most children identify a capital letter and full stop appropriately. Most children answer questions appropriately about events and ideas in a story. Most children at first and second level, read familiar texts well with fluency, expression and understanding. At first level, most children use decoding skills confidently to read unfamiliar texts with fluency. They enjoy reading, discuss their favourite authors and make predictions using contextual clues. At second level, most children read with fluency and use a range of reading techniques to find information in texts. Across the school, children need to develop their skills further in answering inferential questions about the text they are reading.

Writing

■ At early level, the majority of children are beginning to write simple sentences with support. Most children are learning to form letters correctly and attempting to spell familiar words accurately. At first level, most children identify and use verbs, nouns and connectives

accurately in their writing. They identify the features of recounts and instructions. Most children at second level write confidently to persuade and evaluate information. They are less confident in using descriptive language to engage their reader. At second level, children write for a variety of purposes, including persuasive and procedural writing. Most children use key features appropriate to the genre to structure their writing. A minority of children use subject specific vocabulary well to enhance their texts. At first and second level, teachers should plan more regular opportunities for extended writing for a variety of purposes. Across the school, teachers need to support children to improve their handwriting and the presentation of their work.

Numeracy and mathematics
- Overall, most children are making good progress in numeracy and mathematics.

Number, money and measure
- At early level, most children confidently use practical materials to add within 20 and subtract within 10. They identify different coins through their play. At first and second level, most children explain the link between a digit, its place and its value. At first level, most children demonstrate how groups of items can be shared equally and find a fraction of an amount by applying knowledge of division. At second level, most children use their knowledge of equivalent forms of common fractions, decimal fractions and percentages to solve problems.

  Teachers need to support children to develop a wider range of mental maths strategies for children at early and first level. This should help improve children's speed and accuracy when carrying out mental calculations. At second level, children need to develop a greater understanding of financial awareness, including budgeting and the use of debit and credit cards.

Shape, position and movement
- At early level, most children create a range of symmetrical pictures and patterns using a range of media. For example, children in P1 created symmetrical butterfly pictures. At early level, most children use simple directions and confidently describe positions through movement and games. At first level, most children describe, follow and record routes and journeys using signs, words and angles associated with direction and turning. At second level, most children have investigated angles in the environment, and can discuss, describe and classify angles using appropriate mathematical vocabulary. At first and second level, children need to confidently recognise, describe and sort common two-dimensional shapes and three-dimensional objects.

Information handling
- At early level, the majority of children match objects, and sort using their own and others' criteria. At first level, most children collect information and sort it in a logical and organised way using tally marks and bar charts. For example, they developed bar graphs of their favourite soups in the winter. At second level, most children display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs, making effective use of technology. For example, after undertaking the weekly mile, children plotted their own time taken using digital technology to create line graphs. Across the school, all children should have opportunities to enhance and display their learning using digital technologies.

Attainment over time
- Senior leaders have clear processes in place to record data and monitor and track attainment in literacy and numeracy over time using a wide variety of assessment information. Together, they discuss effectively and regularly the progress and attainment of individuals, cohorts and

different groups. For example, teachers give careful consideration to reviewing progress for children with additional support needs, those who are care experienced or who act as young carers. All teachers use available data effectively to plan support and interventions to accelerate progress towards closing gaps for almost all learners.

■ School data shows that across all stages, attainment over time has improved in both literacy and numeracy since pre-pandemic levels. More recently children's attainment has remained steady in literacy and numeracy. Senior leaders should now carefully analyse all approaches and interventions to determine which are providing the most effective results. Senior leaders should now track children's attainment across all curricular areas.

Overall quality of learners' achievements

■ Staff and children share and celebrate well children's achievements in and out of school in assemblies, on achievement boards and in online learning journals. All children have opportunities to attend out of school sports clubs and a few children enjoy the literacy group and chess club. Senior leaders track effectively children's participation in after school activities. Staff identify well children at risk of missing out and provide targeted in-school opportunities for those children to achieve. For example, a few children attend Forest School activities during the school day. Partners support families well to help children to attend out of school clubs in the community. For example, partner staff identified community football groups and facilitated effectively registration and attendance for a few pupils who did not already attend community clubs. Senior leaders need to support staff to identify the skills children are developing through their achievements. This should support them to identify how well children are making progress in their skills for life, learning and work.

Equity for all learners

■ All staff are acutely aware of the socio-economic circumstances of their children and families. They have a strong understanding of the range of barriers to learning and challenges children living in their community face. Senior leaders use PEF well to provide additional teaching and support staff to promote improved attainment, attendance and emotional wellbeing. These staff are developing strong relationships with parents and providing targeted effective support to address family wellbeing issues.

■ All staff are committed to addressing the costs of the school day and ensuring children are not disadvantaged in any way. Senior leaders have made successful applications for additional funding. This is used well to support all children to increase opportunities to attend after school clubs. In addition, they have purchased cooking and gardening resources to facilitate life skills opportunities. They work with partners to help signpost families looking for financial support. Senior leaders work effectively with local charities who provide access to a food bank and offer uniforms to families in need.

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.