

Summarised inspection findings

Oxgang Primary School

East Dunbartonshire Council

23 January 2024

Key contextual information

Oxgang Primary School is situated in Kirkintilloch in East Dunbartonshire. The current school roll is 243 children organised over 10 classes. Just over half the children at the school attend through a placing request.

The acting headteacher has been in post for two and a half years. She is supported by the senior leadership team comprising the depute headteacher and an acting principal teacher. There has been a number of changes to staffing over the last few years following the COVID-19 pandemic.

Approximately one third of children live in Scottish Index of Multiple Deprivation deciles one and two, with 59% of children living in deciles one to four. The remainder of children live in deciles nine and 10, with a very small percentage living in deciles five to eight. Attendance is in line with the national average.

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, supported ably by the senior leadership team, provides highly effective leadership to the school. The community holds her in very high regard, and she has brought stability to the school following a period of changes to staff and COVID-19. The headteacher has created and implemented a thorough strategic plan for continuous improvement in consultation with all stakeholders. She has established a positive culture of collaboration, and a 'can do' attitude. This is improving outcomes for children. Staff, children, parents and partners share collective responsibility for school improvement.
- The school values of 'work hard, be respectful and believe in yourself' are well-embedded within the school and are highly relevant to the school context. Parents know the school values well. Almost all children have a very good understanding of the school values and how they help them to learn and achieve. They enjoy receiving 'Star Shout Out' awards and house points when they demonstrate the values.
- All staff have a very clear understanding of the social, economic and cultural context of the school. They have shared professional values and ensure equity of opportunity for all children. All staff undertake leadership roles to promote and sustain the school's vision. For example, they lead school improvements in literacy, numeracy and in several aspects of health and wellbeing. This is supporting the school to have a high capacity for change and improvement.
- All children from P3 to P7 are involved meaningfully in setting priorities for school improvement through their leadership committee roles. Almost all children talk enthusiastically about how much they enjoy these roles. Children in each committee create an action plan on what they would like to achieve. For example, the 'Reading Leadership Committee' organised a reading

café for parents and children to promote a reading culture. They are rightly proud of the national reading award they have received for this work. These committees and roles support children well to develop their leadership skills. Older children recognise clearly that their views inform school improvement priorities. Staff should continue to extend leadership roles for all children, including younger children.

- 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 the headteacher. Partners value how the headteacher empowers them to work with each other. This approach is helping staff to address barriers faced by children and their families, not just in the school, but in the wider community.
- Parents are highly active in shaping school improvement. For example, staff gathered parents' views to develop the school's 'Cost of the School Day Charter'. The headteacher meets with the Parent Council four times per year to review progress against the school improvement plan and consult on priorities. This includes consulting them about the use of Pupil Equity Funding (PEF) to close the poverty related attainment gap.
- Senior leaders have established a culture of meaningful self-evaluation and reflection to identify the school's strengths and areas for development. Staff undertake regular, formal self-evaluation activities using 'How Good is Our School? 4th Edition'. Children and parents are asked to share their views frequently and complete a range of questionnaires. Staff identified rightly the importance of supporting children's health and wellbeing and, readiness to learn following the COVID-19 pandemic. They were especially mindful of children who required significant additional support. They responded very effectively and addressed children's wellbeing needs quickly, using nurturing approaches. This resulted in increased wellbeing and more positive engagement for children. Staff and children also raised the profile of reading which is improving children's reading skills well.
- The headteacher has robust processes to evaluate the quality of the school's work. This includes observations of teaching and learning, reviewing children's work and considering the planning and tracking of children's learning. Senior leaders and staff have priorities to raise levels of attainment in literacy and numeracy and further close 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.
- Senior leaders have a clear strategic approach to planning for continuous school improvement which is leading to sustained positive change. This is a major strength of the school. They plan action points carefully and have clear measures of success with timescales for completion. Senior leaders manage the pace of change very well taking good account of risk and the needs of the school community. They follow through on planned actions yet remain flexible to consider and respond carefully to the changing needs of children.
- Senior leaders ensure that they use professional learning to drive school improvement forward. They encourage staff to look outwards and identify good practice from other schools. Teachers reflect on the quality of their work individually and collectively. They collaborate well with each other to improve children's experiences. They can evidence clearly the link between their professional learning, based on research, and improved outcomes for children. For example, staff have improved approaches to teaching early reading skills which is supporting them to raise children's attainment. In another example, professional learning on nurturing approaches is impacting positively on children's wellbeing and enabling children to engage further in literacy and numeracy.

- The headteacher has effective systems in place to track the attainment and achievement of children affected by poverty or those requiring additional support. Senior leaders and staff should continue to monitor cohesively the impact of all interventions to build upon what is making the biggest difference for children.

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

- All children have a strong understanding of the school values which are 'work hard, be respectful and believe in yourself'. School staff promote positive, nurturing relationships keeping children and families at the heart of the learning experiences they provide. Most children feel safe, happy and supported which helps them to take part successfully in their learning. Staff are increasing the explicit focus on rights-based learning and children have created class charters in all classes. The 'Rights Respecting Rockstars' lead this school improvement priority successfully.
- Most children engage well in lessons and are motivated by teachers to do their best. They work individually, in pairs and in group activities supporting each other well during collaborative tasks. For example, when working together to 'beat the teacher' in a numeracy task and matching vocabulary and definitions in a science game. Children are clear that their roles on leadership committees give them opportunities to plan aspects of their learning. Teachers plan 'big questions' for learning that links different areas of the curriculum and children lead aspects of this learning by devising 'little questions'. This provides children with more personalisation and choice. A minority of children would like more choice in their learning, staff should continue to seek their views about what interests and motivates them.
- Staff implement consistent approaches to setting up classroom environments, resulting in calm and purposeful spaces. All teachers provide attractive displays with useful learning prompts and celebrate children's 'wow' work. Staff use support strategies successfully to help children focus and concentrate. Children access calm corners in all classrooms independently which helps them to be more ready to learn.
- Staff use the spacious school grounds effectively to provide enjoyable outdoor learning opportunities. All teachers have undertaken useful professional learning to improve successfully their approaches to outdoor learning. Most children speak positively about how learning outdoors helps them achieve and develop new skills. Children take part in a number of focused themed weeks for example, health week and maths week. They enjoy especially the careers day where they learn about different jobs and the world of work. These opportunities develop children's skills for learning, life and work well.
- In most classes teachers use digital technology effectively to enhance and enrich children's learning experiences. Children use digital technology independently such as matrix bar codes to deepen and showcase their learning. They access, record and share their learning using the school's online platform which is helping them and their families to see the progress they are making.
- Children in P1 and P2 learn through a developing play-pedagogy approach. Staff have created attractive classroom environments which provide children with meaningful

opportunities to explore and be curious through age-appropriate experiences. Children undertake tasks independently taking responsibility for their own learning. Teachers use their observations of children's learning well to meet the needs of all learners. Teachers should continue, as planned, to develop the balance of child-led and adult-led experiences. Further engagement with training and national guidance will support them with this.

- In almost all classes, teachers' explanations and instructions are clear. In almost all classes, teachers share the purpose of learning, and most teachers share measures of success with children. This helps children to know what they need to achieve in their learning. A few teachers support children to create steps to success with them. Teachers should continue to share good practice with each other in this area. All teachers ask questions to support children's understanding and the majority use skilled questioning to deepen and enhance learning. Most teachers set work at the right level of difficulty to meet the needs of children successfully. All teachers give useful feedback orally and in writing which supports children well to understand the progress they are making. Teachers continue to develop consistent approaches to self- and peer-assessment. Senior leaders recognise the need to further embed assessment for learning strategies across all classes. This will support children further to talk about their progress in learning.
- Senior leaders and staff have developed a useful learning, teaching and assessment policy. Staff have worked effectively together to identify the 'non-negotiable' features of highly-effective lessons. This policy provides useful guidance to staff on effective approaches to high-quality learning and teaching across all curricular areas. Teachers should continue to further develop consistent approaches to high-quality learning and teaching.
- Teachers use a range of assessments effectively to evidence children's progress and attainment. They use this evidence well to plan future learning opportunities and identify children who require further support with their learning. Teachers and senior leaders review assessment evidence together, at tracking meetings, to agree professional judgements about children's progress and achievements. Senior leaders have identified the need to improve further teacher confidence about making professional judgements about children's achievement of Curriculum for Excellence (CfE) levels. Staff should continue to engage further with national Benchmarks and seek opportunities to use the moderation cycle when planning assessment. Children would also benefit from high-quality assessments which will allow them to apply their skills and knowledge in new and unfamiliar contexts.
- Staff have developed approaches to planning children's learning. They use the experiences and outcomes of CfE to plan an effective balance of learning. This includes learning that links different areas of the curriculum, discrete subjects and whole school focus weeks. Most staff use planning formats for outdoor learning well to ensure they plan activities across a range of curricular areas. This helps them to ensure children's learning is progressive. Teachers take full account of children's wellbeing needs when planning to ensure children are ready to learn. Teachers plan learning opportunities to ensure equity for all children, including those affected by factors relating to poverty. These approaches to wellbeing are now impacting positively on children's attainment in literacy and numeracy.
- Senior leaders track children's progress robustly in literacy, numeracy and health and wellbeing. They take good account of a range of barriers to learning that impact on children's attainment and achievement. Senior leaders and teachers identify children who require additional support quickly. They implement effective and timely interventions in literacy, numeracy and health and wellbeing. These interventions are impacting positively on most children's attainment. Senior leaders and staff should continue to ensure that children's

targets are specific and measurable. This will enable them to identify more clearly which interventions work best for children.

2.2 Curriculum: Learning pathways

- Teachers use school progression pathways well for the majority of the curriculum areas. These take account of CfE experiences and outcomes and national Benchmarks. Teachers have developed a three-year rolling programme through learning that links different areas to ensure coverage of some curriculum areas. They should develop this further to ensure there is breadth, depth and progression to children's learning across all curriculum areas. Teachers should continue to take steps to revisit learning throughout the year and across the curriculum. This will help children consolidate and develop their skills and knowledge.
- The school community reviewed recently their curriculum rationale to reflect current national guidance, the school context and children's rights. As planned, staff should review the implementation of their revised approaches to develop further their curriculum design and rationale policy.
- Children have a wide range of valuable opportunities to develop their skills through the ethos and life of the school, as well as through their own personal achievements. A careers day helps children in P4 to P7 develop their understanding of skills for learning, life, and work. Staff should now develop a progressive skills programme that takes full account of all learning that takes place throughout the school. This will allow them to identify contexts and opportunities to deliver the 'Developing the Young Workforce Career Education Standard (3-18)'.
- Children have useful opportunities to learn outdoors. All children learn French as a modern language. Teachers follow learning pathways to ensure that children build on prior learning. Children in the upper school also learn Spanish and Gaelic as part of the school's language 1 +2 policy.
- All children receive their full entitlement to two hours high-quality physical education (PE) each week. Teachers have recently introduced planners and progression pathways to plan for continuity in children's learning across all aspects of PE. Senior leaders recognise the need to develop their health and wellbeing programme to ensure that their physical health programme is robust and progressive.
- Teachers work effectively with colleagues to support children well as they move into school from early years settings or move on to secondary school. They share a range of helpful information to help ensure children's continuity of learning. At P1, there is a well-established programme in place that is supportive and helpful for families. Children with additional support needs benefit from enhanced transition programmes to help them move successfully to secondary school.

2.7 Partnerships: Impact on learners – parental engagement

- The headteacher and all staff build positive relationships with parents and the school community. Almost all parents feel that their child is making good progress at school.
- Parents appreciate the regular communication they receive through newsletters, social media and the school app. They value the up-to-date information about their child's learning and successes, which children and staff share on the school's online platform.
- The work of the Parent Council, Parent Teacher Association and wider parent body is having a positive impact on children's experiences. For example, parents worked with staff to refresh the design and rationale of the curriculum. The Parent Council has supported the school to make improvements to the playground. The Parent Teacher Association organises a range of fundraising events such as family fun days which provide a range of resources to improve children's learning experiences.
- Parents enjoy frequent opportunities to take part and share in their child's learning. For example, the school reading café and 'stay and play' sessions. These activities support parents to understand more about what their child learns in school and to help their child learn at home.
- Parents gain an understanding of specific barriers to learning through participation in an extremely beneficial support group. Parents also value the trusted relationships and support they are building with each other. As a result, parents are empowered to lead autism friendly events for small groups of children.

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

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

- Oxgang Primary School is an inclusive school where all staff foster positive relationships successfully. Children talk confidently about how they are welcomed and included. They feel valued highly by all adults and have a wide range of opportunities.
- Children with barriers to learning discuss openly how adults in school support them and their families to overcome their specific difficulties. Young carers relish opportunities staff give them to come together and have time for themselves. These children are more confident as a result. Parents, of children who require additional support, appreciate senior leaders providing them with the opportunity to meet regularly. These opportunities help them to share experiences and give one another support. Children comment that their parents learn from each other through their participation in these activities.
- Parents participate in a range of school organised activities which help them to support their child's health and wellbeing. For example, a programme about loss and change is helping parents feel more able to support their child. Parents of children who attend the nurture breakfast comment that this is helping them and their child to manage the transition into school.
- Across the school, staff use wellbeing indicators effectively with all children, to help them evaluate how life in school and at home supports their wellbeing. Children reflect on the wellbeing indicators frequently, and more formally every term. This approach is helping children develop a firm understanding of their progress in wellbeing. Senior leaders and teachers review children's wellbeing information effectively to identify concerns and patterns in outcomes for children. They put in place, appropriate and timely support for individuals and groups of children. For example, a counselling service provides valuable confidential support for children. This helps children to be more resilient and proactive in managing their own wellbeing.
- Nurture groups provide safe, supportive environments for children with social and emotional needs. These groups support improvements in children's emotional wellbeing helping them to develop positive relationships with others and improve their self-esteem. Children attending nurture sessions increase their social and communication skills and learn to manage their emotions more effectively. They engage in their learning, and experience more success with in-class learning, as a result. Staff highlight the value of professional learning carried out successfully with the Educational Psychology Service on nurturing approaches.
- Most children report that they feel safe in school and that they have someone they can speak to if they are upset or worried. Most children comment that they learn how to lead a healthy lifestyle in school. Almost all children recognise that they have lots of chances at school to

get regular exercise. Staff and partners offer them opportunities to take part in activities in school beyond the classroom and timetabled day. For example, local football coaches and dance teachers run after-school activities throughout the year.

- Children across the school are learning about their rights, as defined by the United Nations Convention on the Rights of the Child. Senior leaders and staff consider each child as an individual with their own needs and rights. The P3 to P7 'Rights Respecting Rockstars' leadership group is working with staff to embed children's rights more explicitly in the life of the school.
- All staff have a very good understanding of their statutory duties and responsibilities to improve outcomes for children. They all engage in annual updates for mandatory child protection training. Senior leaders provide all adults with key and important information for working with children who have specific needs. This leads to staff being confident in their responsibilities and duties to keep children safe and protected from harm.
- Senior leaders have well-developed processes for identifying children who may have additional support needs. They use their knowledge of children's needs well, working with teachers to implement worthwhile interventions. Children benefit from additional targeted support and are making good progress towards their individual targets. Senior leaders should continue to develop their approach to planning and monitoring the impact of additional support on improving outcomes for children. Senior leaders ensure that each year they consider children who may require a coordinated support plan. Senior leaders coordinate multi-agency support effectively. They are proactive in engaging with other agencies to meet the complex needs of a few children.
- Senior leaders have increasingly robust approaches in place to monitor children's attendance and take prompt action to address attendance issues. One strategy used by senior leaders to support increased attendance was sharing with parents how absence percentages translate into days off school. Last session, overall attendance increased from 94% to 97% by the end of the school year.
- Teachers are implementing the refreshed curriculum with an increased focus on equality, diversity and eliminating discrimination. Teachers provide children with increased opportunities to learn about these themes through health and wellbeing, Religious and Moral Education and learning that links different areas of the curriculum. Senior leaders use whole school assemblies well as a context for children to learn about these themes. As a result, children are beginning to understand and value aspects of diversity and discrimination. The health and wellbeing programme provides greater continuity and progression in the relationships, sexual health and parenthood element. Senior leaders and teachers gave parents the opportunity to learn about the plan for implementing the relationships, sexual health and parenthood element of the programme. Parents value highly being involved in this important area of their child's learning.
- Staff have a strong understanding of the school's socio-economic context. The headteacher uses PEF wisely to provide additional staffing to support children and families experiencing economic disadvantage. She uses PEF effectively to support the development of nurturing approaches and the delivery of literacy and numeracy interventions. This is supporting identified children well to overcome barriers to learning and improve attainment. There are increasing numbers of children who are now on track with their learning as a result of this approach.

- Senior leaders and staff engage very well with a wide range of partners who provide supportive interventions for children and their families. Key partners collaborate successfully with each other to support children and families. Successful partnership working is helping to boost children's resilience, social skills and emotional literacy. Partners highlight the headteacher's solution-focused, creative, flexible approaches to ensuring that all children access appropriate support when they need it. For example, the headteacher continues to provide valuable support for children and families after transition to secondary school.

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 numeracy across the school is good.
- In session 2022-2023, most children achieved expected levels of attainment in reading and talking and listening. Most children achieved expected levels of attainment in writing at first and second levels, and the majority of children at early level. Most children at early and second level achieved expected levels of attainment in numeracy and mathematics and the majority at first level.
- Most children who require additional support with their learning make good progress towards individual learning targets.

Attainment in literacy and English

- Across the school, most children make good progress in literacy and English.

Listening and talking

- Children who have achieved early level, take turns when listening and talking in groups. A few children still need prompted to listen well to others. Most children working towards first level, explain clearly the difference between fact and opinion. Most children working towards second level, recognise and talk about techniques they use during presentations. They are less aware of features such as emphasis, pace and tone of voice. They listen well and support others' opinions and ideas.

Reading

- The school is developing a positive reading culture which is helping most children to be enthusiastic readers. The Reading Leadership Committee are developing the school library to provide children with further opportunities to read a range of texts.
- Children who have achieved early level, read aloud familiar texts with attention to simple punctuation. They use context clues well to support their understanding. A few children need more support to recognise the differences between fiction and non-fiction texts. Most children working towards first level, select reading material using the cover, title and by reading small parts of the book. Most children working towards second level, apply successfully prediction, skimming and scanning skills to help them read and understand texts. Children would benefit from further support to answer inferential questions to demonstrate their understanding.

Writing

- The majority of children at early level use capital letters and full stops accurately to punctuate sentences. They would benefit from more regular opportunities to write

independently and in their play. Most children working towards first level, punctuate sentences correctly using capital letters, full stops, and exclamation marks. Most children working towards second level use sentences of different lengths and vary sentence openings, to engage the reader. They are not yet using paragraphs consistently well. Most children across the school need to transfer their learning in handwriting lessons effectively when writing at other times.

Numeracy and mathematics

- Across the school, most children make good progress in numeracy and mathematics. Children, at all stages, would benefit from more opportunities to apply numeracy and mathematics skills in a range of real-life contexts.

Number, money and measure

- Children who have achieved early level, order numbers correctly within the range of 0-20. They can name the days of the week and the months of the year in sequence. Children who are on track to achieve first level read, write, order and recite numbers up to 1,000 accurately. They need support to explain the role of the numerator and denominator in fractions. Most children at second level, explain the link between a digit, its place and its value for whole numbers successfully. They calculate accurately the perimeter of simple shapes. They need to develop their skills in calculating the volume of three-dimensional objects.

Shape, position and movement

- Children who have achieved early level, identify correctly common two-dimensional shapes and three-dimensional objects. Most children who are on track to achieve first level, name and identify a range of common two-dimensional shapes and three-dimensional objects successfully. They are not yet confident using mathematical language to describe the properties of shapes and objects. Most children working at second level, use mathematical language accurately to describe and classify angles. They are familiar with the diameter and radius within circles.

Information handling

- At early level, children use their knowledge of colour, shape and size well to match and sort items in different ways. Children who are on track to achieve first level, answer simple questions to extract key information from data sets effectively. They would benefit from gathering, sorting and displaying data using a variety of different ways. Most children working at second level, interpret information and draw accurate conclusions from graphs successfully. They should now develop their information handling skills in using digital technology.

Attainment over time

- Senior leaders have introduced robust and effective processes to track and monitor children's progress in literacy, numeracy and wellbeing. These approaches support teachers to use data more confidently when making professional judgements about children's attainment and progress. As a result, teachers have an increasing understanding of individual children's progress towards CfE levels.
- Senior leaders have reliable data for individuals and groups of children going back several years. This includes useful data about the progress and attainment of children requiring additional support or with barriers to learning caused by poverty-related factors. Overall, levels of attainment are good and consistent over time. Senior leaders have a sound understanding of the reason for dips in attainment in specific year groups. They have put in appropriate support to address this. Staff should continue to use this data to raise attainment and accelerate progress for all children. Senior leaders and staff should now develop approaches to track children's progress and attainment across all curricular areas.

Overall quality of learners' achievements

- Children have valuable opportunities to achieve and celebrate success. Children share their out-of-school achievements on an online platform, in classes or at assemblies. This is building children's confidence and self-esteem.
- Senior leaders have established systems to track wider achievement opportunities. They should now use this information to identify children at risk of missing out, to offer and signpost appropriate opportunities for families.
- Children across the school, gain a range of skills through school leadership committees such as the pupil council, charity leaders, eco and the dyslexia group. These groups are supporting children to be responsible citizens, effective contributors and develop a range of skills. Children can discuss the skills they demonstrate through these roles. Staff should further support children to identify and profile the skills for learning, life and work they develop through wider achievements.
- At P6 and P7, all children demonstrate skills of leadership and teamwork through roles such as prefects, play leaders, house captains and buddies. Staff and partners offer a range of clubs and activities including multi-sports clubs, art, yoga, Spanish and residential trips. These clubs build children's artistic, linguistic and sporting skills well. A few children demonstrate confidence and new musical skills when playing instruments.

Equity for all learners

- All staff understand the socio-economic background of children and their families well. They provide effective support that is responsive to children's identified needs.
- Senior leaders use PEF effectively to provide additional teaching and support staff who implement targeted interventions in nurture, literacy and numeracy and to fund a breakfast club. This work is already having a significant impact on identified children's engagement, attendance and readiness to learn. Staff implement interventions in reading and writing to accelerate the progress of identified children. This is helping to close the attainment gap. They should continue to embed interventions in literacy and numeracy to further reduce the poverty-related attainment gap.
- Staff take positive steps to reduce the cost of the school day for children and families through their 'Cost of the School Day Charter'. Staff run and organise a uniform recycling service that is available to all families. Staff reduce or negate the cost of clubs, trips and activities helping children to be involved and included. They should continue to develop further these approaches which are supporting well equity of opportunity for all.

Practice worth sharing more widely

- Staff know children and their individual family circumstances very well. They recognise that children and their families require support to manage their own wellbeing and help others. Senior leaders seek out partners to provide highly effective and bespoke supports for children and their families. Staff use a range of inclusive strategies to tailor packages of support to children's individual needs.
- Staff address successfully the wellbeing needs of children and their families in a range of valuable groups. They provide, a Young Carers group, a loss and change group, nurture groups, a breakfast club and a local authority counselling service. They support children's wellbeing and engagement daily by providing calm social spaces, supported transitions, emotional check ins, nurture breakfasts and sensory breaks. Staff reflect with children on the success of the individual support they receive and identify next steps in further improving outcomes. They encourage children to help each other through their assembly programme, restorative discussions and pupil leadership committees.
- As a result of the Young Carers and Nurture Group, children with barriers to learning have a high understanding of their own strengths and what they need to manage their own wellbeing. They feel confident to seek out and ask for further help when they need it. Children discuss openly their needs and can explain the strategies school staff have provided them with to help them be successful and feel included.
- Staff also empower and support parents and carers to develop strategies to support themselves and their child's wellbeing. For example, staff created a group for parents of children requiring additional support to help parents to gain an understanding of specific barriers to learning.
- Parents value the opportunities to learn how to cope and implement strategies to support their child. They also appreciate the trusting friendships they are making within a safe space. The work of this group has been so successful that parents are empowered to lead and develop this work independently. They value the ongoing support school staff provide them with.

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.