

Summarised inspection findings

St Patrick's RC Primary School

Fife Council

1 July 2025

Key contextual information

St. Patrick's Primary is a Catholic school serving the Lochgelly catchment area in Fife Council. The headteacher has been in post since December 2023. There is one principal teacher who is non-class committed. The school roll is 182 children across eight classes. There are 10.2 full-time equivalent teachers and four pupil support assistants.

Approximately 20% of children live in Scottish Index of Multiple Deprivation (SIMD) deciles 1 and 2 and the majority of children live in SIMD decile 3.

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

- The headteacher, all staff and children work very collaboratively to promote and celebrate the school values of ready, respect, safe and love. Across the school community, staff and children demonstrate the school values well. Children discuss them during assemblies and display them in their class charters. Staff motivate children effectively to demonstrate the values by awarding recognition keys which children enjoy receiving. Staff and children have very positive relationships in St Patrick's Primary which are underpinned by Gospel Values. Children and staff are welcoming to visitors and are kind and caring to each other. They are very proud of the school ethos that reflects well the school motto of 'We shout it loud, we're St. Pat's proud!'.
- All staff have a very clear understanding of the socio-economic context of the school and know children's individual circumstances well. They have shared professional values and a strong commitment to improving the outcomes of children and their families. Staff provide timely and responsive support to children and their families according to their specific needs. This helps children to overcome any barriers to participation that they may face. As staff continue to promote social justice, they should support children's deeper understanding of their rights and what they mean for themselves and others.
- The headteacher has the trust and respect of the school community. She has involved staff and children successfully in making positive change and is building the school's capacity for continuous improvement. The principal teacher works ably to support the headteacher in leading the school. Upon her appointment, the headteacher identified correctly the need to improve approaches to supporting children's health and wellbeing and building an inclusive culture. She implemented worthwhile approaches to promote inclusion which are highly relevant to the school community. All staff support children's wellbeing and learning experiences effectively within an inclusive environment.
- Children in the upper stages of the school have positive opportunities to develop their leadership skills in house captain roles. All children have responsibility for an aspect of school improvement. For example, the inclusion committee in P4/5 have created a calm area in the

playground and a friendship bench. This helps children to enjoy their breaks in the playground with their friends. These leadership opportunities enable children to have a stronger voice in shaping the life and work of the school. Staff should explore further opportunities for children to lead change and improvement meaningfully. As a start, it would be useful for staff to work with children using How Good is OUR School? This will help children to evaluate school strengths and areas for improvement.

- Senior leaders encourage and empower staff to lead change in their classrooms and across the whole school. A few staff lead enthusiastically on aspects on school improvement such as the implementation of play pedagogy, support for learning and planning. All staff are well-placed to develop further their professional skills through leadership of school improvement. This will help to build a strong culture of leadership at all levels.
- All teachers work collaboratively as an effective team supporting each other well. They meet annually with the headteacher to review and discuss their professional development. The headteacher has created a relevant professional collegiate calendar that is linked appropriately to school improvement priorities. Staff value the worthwhile opportunities they have for professional learning to develop their skills and knowledge. For example, teachers have moderated standards of children's work within Curriculum for Excellence (CfE) levels. This is beginning to develop their confidence when assessing children's achievement of a CfE level. The headteacher should continue to support teachers' understanding of national expectations and standards through robust analysis of assessment data and further moderation activities.
- The headteacher consults widely with staff, children and parents to gather their views about the life and work of the school. For example, the headteacher meets frequently with focus groups of children and parents. She also distributes regular surveys to gather their views. Teachers use How Good is Our School? (4th Edition) to evaluate the work of the school. They take appropriate action to address identified needs. For example, teachers worked together to develop a more consistent approach to learning and teaching using a four-part lesson model. Senior leaders and staff should continue to review all aspects of the school's work through systematic approaches to self-evaluation. This will further develop and embed a culture of robust self-evaluation.
- Senior leaders and all staff build very positive relationships with parents. The headteacher consults parents and the very active Parent Council about the use of Pupil Equity Funding (PEF) and the school improvement plan (SIP). This helps parents to feel involved in the life and work of the school and know that staff consider their views when making changes.
- Senior leaders and staff work well with partners to impact positively on children's experiences and school improvement. A strong example of this partnership working is the valuable support and guidance the headteacher receives from the local authority learning partnership. Staff worked on improving approaches to inclusion as part of previous school improvement planning. This work has impacted positively on children's wellbeing. The current SIP focuses on raising attainment in numeracy, improving learning and teaching and developing the curriculum. All staff should evaluate school improvement plans carefully to identify the impact of this work on children's attainment in literacy and numeracy. This will support more sustainable school improvement planning to raise attainment for all children.
- The headteacher has developed a useful quality assurance calendar. She outlines a range of activities to monitor effectively the impact of learning and teaching on children's attainment and achievement. The headteacher collates information from learning observations effectively to gain an overall picture of strengths and areas for development within learning and teaching. This is leading to improvements in this area. For example, teachers developed a useful

Feedback Framework to improve the quality of feedback they provide to children during lessons. Senior leaders and all staff should continue to quality assure their approaches to learning and teaching with a focus on analysing the reliability of assessment data. This will help them to monitor carefully the impact of learning and teaching approaches on children's attainment and achievement.

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

- Senior leaders and staff work well together to create a very nurturing and inclusive ethos underpinned by the school values. Staff know children and families well and have established high quality relationships to support all children in their learning. Children interact positively with each other, staff and visitors. They are confident learners who are proud of their school.
- Staff use a range of strategies effectively to support children to develop self-regulation skills and understand their own and others' emotions. They match their approaches well to children's individual needs. They follow a useful planning pathway to develop children's understanding of diversity, equality and inclusion which helps children to develop respect and tolerance. Older children support their peers to resolve conflict through the 'Emotion Leader' programme. As a result of these approaches, almost all children demonstrate high standards of behaviour consistently. This helps children engage well in learning activities.
- Teachers work well together to evaluate the learning environment within their classrooms to make them more inclusive. They have identified areas that they would like to improve. Teachers should continue to work together to improve classroom environments as part of their approaches to meeting children's learning needs.
- Most children engage actively in lessons and are motivated to learn. They work well together in pairs and groups during tasks. Teachers have very recently incorporated skills development into the curriculum. This work is at the early stages of implementation. Most children can talk about the learning skills they are developing and the importance of these skills for future learning, life and work. Staff should continue to develop these approaches.
- In almost all classes children have worthwhile opportunities to lead aspects of their learning. For example, children were involved in the creation of teachers' four-part lesson model and identifying resources that would support their learning. This helps children to be meaningfully involved in their learning. All children participate effectively in leadership projects that contribute to the life of the school such as promoting internet safety and developing the school grounds. Children feel their views are sought, valued and acted upon.
- Teachers are highly enthusiastic and committed to developing approaches to learning through play. They have developed interesting and well-designed learning spaces which support children well to be creative and use their imagination. Teachers engage effectively in professional reading and visits to other establishments to develop their understanding of play pedagogy. They provide children with an effective balance of child-led, child-initiated and adult-led learning. Teachers should continue to develop approaches to capturing children's significant learning through their assessment and observations of children's play.

- Teachers use a range of approaches to motivate children in their learning. For example, children have access to digital devices in all classes. Teachers use these devices well to teach digital literacy skills. They should now ensure they plan learning experiences that support children to use digital literacy across different subjects and in real-life contexts for learning. All children participate enthusiastically in termly outdoor learning sessions. In addition, staff plan effectively for children to be active members of the local community through regular visits to the local library, church and park. Senior leaders and staff should now consider how they plan for and deliver progressive, regular outdoor learning.
- Staff worked effectively with each other and children to agree the features of high-quality learning and develop a four-part lesson model. Across the school, children experience increasingly consistent high-quality learning and teaching and talk confidently about their learning. All teachers share the purpose of learning effectively with children and provide clear explanations and instructions. In most lessons, children and teachers collaborate to agree measures of success. Building on this, teachers should support children to create measures of success that link clearly to the purpose of learning. In almost all lessons, teachers use questioning effectively to check and clarify children's understanding. In a minority of lessons, teachers use questioning to challenge and deepen children's thinking. Teachers should continue to develop their approaches to questioning.
- In almost all classes, teachers use a range of formative assessment approaches effectively to check children's understanding. Teachers provide very helpful oral feedback during lessons which is supporting children well to understand their next steps in learning. Building on this, teachers should continue to make use of their 'Feedback Framework' to provide children with consistent high-quality written feedback.
- Senior leaders have introduced a useful annual assessment calendar. This sets out clearly to teachers the nature and timing of summative assessments they should use in literacy and numeracy. Senior leaders and staff should continue to develop approaches to assessment. They should ensure assessment evidence is high-quality, relevant and used robustly to inform next steps in learning. Teachers have had useful opportunities, working with cluster schools, to moderate their judgements of children's progress and attainment. Teachers should continue to take part in regular moderation activities using the moderation cycle and the national Benchmarks. This will improve teachers' confidence in making accurate judgements of children's progress and attainment within and across CfE levels.
- This session, teachers have implemented helpful approaches to planning children's learning. Teachers plan learning over the longer-term across all curricular areas using Fife Council progression pathways. Teachers involve pupil support assistants appropriately in planning children's learning. This is helping to ensure children make appropriate progress through CfE levels.
- Senior leaders hold termly tracking meetings with teachers to discuss children's attainment and progress. They identify interventions for those children who require additional support with their learning, including those children impacted by factors relating to poverty. Across the school, children receive valuable targeted support which is helping to overcome barriers to learning and address identified gaps. Staff now need to develop more universal interventions and approaches to closing gaps in children's learning and deliver these in class. This will help ensure that they provide all children with consistent levels of support and challenge as required.

2.2 Curriculum: Learning pathways

- All teachers use Fife Council progression pathways across all curricular areas which are based on the experiences and outcomes of CfE. This provides children with breadth and progression in their learning. Teachers bundle CfE experiences and outcomes to provide children with learning linked to different contexts. Teachers need to develop further meaningful links across curricular areas to ensure children have opportunities to apply their knowledge and skills across the curriculum.
- Staff developed the school's curriculum rationale in consultation with all stakeholders which reflects the school context well. They developed a planner to support the delivery of lessons based around equality, inclusion and diversity which is relevant to the school community. This helps children to understand and value the differences in other people.
- All children receive their entitlement to modern languages 1 + 2 through a well-planned progressive pathway. Children from P1 to P7 receive their entitlement in French and children from P5 onwards learn German.
- All children receive two hours of high-quality physical education (PE) each week. Teachers use the local authority progressive learning framework to plan a wide range of experiences and skills development in PE.
- All children receive their entitlement to religious education and religious observance. Children participate in weekly assemblies to celebrate the Catholic faith and to discuss children's rights and the school's values. Staff work in partnership with the local parish to support children's understanding of the Catholic faith and help with sacramental preparation. They should now ensure children have more opportunities to explore other world religions.
- Partners work effectively within the school and at points of transition. Teachers make effective use of information from nursery colleagues about children's learning and pastoral needs to support children entering P1 well. Teachers provide detailed end of year notes about children's progress as they move from stage to stage in the school which supports continuity of learning. Children who are moving on to S1 participate in a residential trip as part of their transition programme. These approaches help children to manage change as they move onto the next stage of their education.
- Senior leaders gather parents' views on a regular basis. They also invite and encourage parents to provide feedback on a range of policies ensuring communication is accessible and parent friendly. Senior leaders share information about the SIP with the Parent Council. The Parent Council shares this information successfully with the wider parent body.

2.7 Partnerships: Impact on learners – parental engagement

- The headteacher and all staff build positive relationships with parents, partners and the local community. Almost all parents are satisfied with the quality of teaching their child receives. Parents agree that they receive regular feedback about their child's progress.
- Parents enjoy regular opportunities to take part and share in their child's learning. For example, parents attend 'sharing the learning' assemblies. This helps parents to understand what their child is learning in school. A few parents would like further advice about how to support their child at home. Staff should continue to offer parents activities to help them support their child's learning journey.
- The Parent Council pro-actively supports the life and work of the school. They organise and support fundraising effectively to reduce the cost of the school day. Most parents feel informed about the work of the Parent Council.
- Parents support children's achievement through providing their expertise in school clubs. For example, the parent led dance club has recently achieved success in a local competition. Parents also support the gardening club and a board games club. Children develop their social skills and confidence well through participation in these activities.

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

- Senior leaders and all staff have created a welcoming, caring and inclusive ethos. They have positive relationships with children. Staff know children well as individuals. They use this knowledge effectively to engage and support children with their learning and wellbeing. Almost all children feel staff treat them fairly and with respect. Almost all children demonstrate respect for themselves and others. They are very proud of their school.
- Children are beginning to develop an understanding of the United Nations Convention on the Rights of the Child. They discuss children's rights in assemblies and during the creation of class charters. Most children feel they contribute effectively to supporting their class. Senior leaders and teachers should now embed the rights of the child throughout the curriculum. This will help to deepen children's understanding of what their rights mean for themselves and others.
- Almost all children recognise that the learning they experience in school is helping them to live healthy lifestyles. Children in all classes enjoy meaningful outdoor learning experiences termly. They work cooperatively with others during group tasks to develop their skills for learning, life and work. Staff would benefit from professional learning in how to make more effective use of the well-appointed school grounds to build children's skills further. Children benefit from a range of after school clubs and activities that support their wellbeing, including progressive learning in PE. Most children take part in wider opportunities and activities that develop their physical wellbeing successfully. Senior leaders should consider further opportunities for younger children to be part of school clubs which will develop their physical health.
- Children articulate how they demonstrate positively the wellbeing indicators of being safe, healthy, active, nurtured, achieving, respected, responsible and included. Almost all children feel that they are safe in school. Senior leaders regularly seek feedback and review wellbeing concerns raised by children through surveys and during 'Feedback Fridays'. They work well with children to address any concerns. For example, when children identified concerns about safety in the playground, staff addressed this promptly. Staff introduced organised games and activities which help children to play safely in specific areas. Children feel safer as a result and have confidence that staff will act upon their views. As a next step, it would be helpful for staff to maintain an overview of children's wellbeing strengths and needs. This will support them to plan appropriate interventions for individuals, groups and cohorts to improve children's wellbeing further.
- Staff deliver a progressive health and wellbeing curriculum based on the experiences and outcomes of CfE. Children understand the factors that contribute to positive social, emotional, mental and physical wellbeing. Staff deliver a programme which is supporting children effectively to identify their emotions and use self-regulation strategies. This helps children to be increasingly independent in managing their own wellbeing. All children choose a trusted adult

they can talk to if they have concerns. Almost all children recognise their trusted adult as a helpful support in understanding situations and improving their confidence. Older children demonstrate their clear understanding of the link between their emotions and the behaviours of themselves and others. They use relevant vocabulary well to describe their emotions and discuss the strategies they use to overcome negative feelings.

- Children demonstrate their responsibility and leadership skills through class improvement projects. For example, children in P1 have developed an outdoor garden in the school grounds. This is increasing their understanding of nature and sustainability. Children demonstrate effectively their problem-solving skills and their understanding of restorative approaches. For example, they have created a helpful Calm Corner in the playground to help others independently manage their emotions. Children use their “Fix it Folder” successfully to guide their conversations with each other. Across the school, children display responsibility, empathy and kindness to others.
- All staff know children very well and have a clear understanding of their statutory responsibilities for child protection and Getting it Right for Every Child (GIRFEC). Almost all children and parents feel that staff respond well to reported incidents of bullying. Senior leaders are beginning to track the progress of groups of children facing potential challenges to their learning. This includes care experienced children, young carers and children impacted by factors relating to poverty. Senior leaders should ensure that they consider all care experienced children for a coordinated support plan.
- Support for learning staff implement a range of targeted interventions effectively for children requiring additional support. Pupil support assistants liaise well with teachers to provide caring and effective support to children. Children who require additional support make good progress towards their individual targets. Senior leaders need to maintain a strategic overview of children requiring additional support. This will allow them to identify more easily the strategies and actions that impact most effectively on children’s attainment. Staff would benefit from further professional learning on meeting all children’s needs. For example, professional learning on creating learning targets that are more specific and measurable. Building on the audit of classroom environments, staff should continue to increase the range of supports within classrooms to benefit all children.
- Senior leaders and staff have implemented a worthwhile equalities and inclusion policy and planner. Staff support children effectively to become increasingly aware of their own beliefs and issues related to equalities and diversity. Most children talk knowledgeably about these issues in an age-appropriate way. Older children speak maturely about the ways they would challenge discrimination. They demonstrate their firm sense of right and wrong very well. The headteacher has led focused work with partners to sensitively ensure children and families from all areas of the community feel included in school life. Parents and partners are very positive about the support offered and this is leading to increasing attendance, inclusion and engagement. Staff have recently reviewed reading material in the school library and the school’s reading scheme to ensure texts reflect different races and cultures appropriately. Staff should build on this positive work to develop further children’s understanding of all protected characteristics.

3.2 Raising attainment and achievement

satisfactory

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 satisfactory. Most children at early level, and the majority of children at first and second levels achieve national standards in literacy and numeracy. A few children are capable of achieving more in their learning.
- Most children who require additional support with their learning make good progress towards their individual targets.

Attainment in literacy and English

- Overall, children make satisfactory progress in literacy and English. Children make effective use of class libraries and the whole school library. Staff reviewed books in the library to ensure there is a diverse range of reading material which promotes inclusion. This is helping to foster a positive reading culture.

Listening and talking

- At early level, most children share their views confidently about their preferences for different types of stories. At first level, the majority of children listen to explanations and instructions, taking turns and responding to their peers respectfully. A few children at early and first level should continue to develop their skills in turn taking and listening to the views of others. At second level, most children build respectfully on the views of others during group discussions. They recognise the features of effective oral presentations such as eye contact or tone of voice. They should develop further their oracy skills through opportunities to debate.

Reading

- At early level, most children use their knowledge of letter sounds to read out simple words correctly. They use picture clues well to support their understanding of stories. Children would benefit from more opportunities to explore and discuss non-fiction texts. At first level, the majority of children express their preferences for favourite books and authors. They use their knowledge of letter sounds and blends to decode words. They require further practice in reading aloud with fluency. At second level, the majority of children explain clearly their preferences for different authors and genres, sharing their thoughts about characters and settings. They demonstrate their understanding of texts successfully through asking and answering literal and inferential questions. They have less confidence in creating questions. They would benefit from more experiences to study the features of non-fiction texts.

Writing

- At early level, most children know when to use a capital letter and full stop when writing a simple sentence. They would benefit from more experiences to write freely at length. At first level, the majority of children structure information reports correctly using topic specific vocabulary and organising information into headings. They need regular opportunities to revise their spelling of everyday words and to apply their knowledge of grammar in their writing. At second level, the majority of children write for a range of reasons. Children use metaphors and similes accurately to add interest to descriptive writing. Children at second level need to remember to apply their knowledge of punctuation and present their work neatly in all writing tasks.

Numeracy and mathematics

- Overall, children make satisfactory progress in numeracy and mathematics.

Number, money and measure

- At early level, most children identify and order numbers from 0-20 correctly. They accurately add two numbers within 20. At first level, the majority of children round numbers to the nearest 100 successfully. They are confident with place value to 1,000. They use analogue and digital clocks to correctly tell the time using half past, quarter past and quarter to. Children are less confident in their understanding of fractions. At second level, the majority of children understand the relationship between fractions, percentages and decimals. They calculate durations of activities accurately using both 12- and 24-hour notation. At first and second level, children should now strengthen their ability to solve word problems through the application of their numeracy skills.

Shape, position and movement

- At early level, most children sort, describe and create patterns accurately with two-dimensional (2D) shapes. They use the language of position and direction during play, such as first, last, backwards and forwards. At first level, the majority of children identify correctly a line of symmetry and apply the language of position and direction. They need to increase their understanding of mathematical language to describe the properties of a range of simple 2D shapes and three-dimensional (3D) objects. At second level, children are less confident discussing the properties of 2D shapes and 3D objects using specific mathematical vocabulary. They need to regularly revisit concepts of shape, position and movement.

Information handling

- At early level, most children sort items with accuracy based on their own criteria. They can interpret information from a simple pictograph to answer questions. At first level, the majority of children discuss how to gather data using tally marks and interpret information from bar graphs, tables and charts. At second level, the majority of children know how to collate information in a variety of ways and label graphs accurately. At second level, children should develop their understanding of mean, median and mode.

Attainment over time

- The school's attainment over time data shows children's CfE attainment levels at P1, P4 and P7 has fluctuated in recent years. Senior leaders conduct termly tracking meetings with teachers to analyse children's progress and attainment. Staff are beginning to use a wider range of assessment data to identify children within specific cohorts who are at risk of not achieving expected national levels.
- Teachers have had useful opportunities to moderate standards of children's attainment with colleagues across the cluster. This is building their understanding of national expectations and standards. Teachers need more opportunities to moderate standards of attainment in

order to ensure that their professional judgements of children's attainment are fully robust. Senior leaders and staff need to analyse assessment evidence along with the national Benchmarks robustly to ensure it is reliable and valid. This should help staff to use assessment data and evidence to plan learning to raise children's attainment.

- The headteacher uses local authority guidance to monitor attendance robustly. The headteacher and all staff have strong knowledge of families and have developed trusting relationships with them. This is supporting an improvement in children's attendance. A strong example of this work is a well-developed approach to inclusion with identified groups of children. This has led to a significant increase in attendance for targeted children. Attendance last session was 90.9% and is currently 93.3% this session. This is higher than the national average. A few children have an absence of 10% or more. The headteacher has put effective interventions in place to address this. There are currently no children on part-time timetables and there have been no exclusions in recent years.

Overall quality of learners' achievements

- All children have regular opportunities to share their achievements from in and out of school. Staff celebrate and recognise these in assemblies, classes, displays and on social media. Children receive a variety of school awards such as the headteacher's award and certificates. This supports children to recognise and feel proud of their successes. Children have opportunities to participate in local and national events. This includes their successes in a Rotary quiz and regional dance competition. These achievements develop children's citizenship skills and sense of belonging.
- Staff track children's participation and engagement in a range of clubs. They identify gaps in participation for individual children and plan experiences to reduce the risk of any child missing out. Children participate well in clubs and develop their sporting, teamwork and communication skills, as a result.
- Children play an active role within their school community. An example of this is their work with Lo'Gelly Lunches. Children manage themselves and connect with others, as a result of their participation in worthwhile community activities. As planned, staff should now develop their tracking approaches to include the skills children develop as a result of their achievements.

Equity for all learners

- Senior leaders and staff understand the social and economic contexts of the school community very well. They have strong relationships across the community which they use to mitigate against financial barriers. For example, they ensure children access opportunities for wider achievements and trips. Staff are mindful of the cost of the school day and sensitively support families in a range of ways, including with access to recycled uniform and other clothing.
- The headteacher creates a detailed plan for the use of PEF. In recent years, PEF has been used to provide additional staffing to support targeted interventions in wellbeing, literacy and numeracy. Senior leaders should now take a more strategic and data informed approach to target resources to support interventions. Senior leaders are at the early stages of gathering sufficiently robust data of the impact of interventions in literacy and numeracy for identified children. Staff now need to measure and evaluate more effectively the impact of PEF interventions in closing identified gaps in children's attainment. This will help to demonstrate which supports are having the most impact on accelerating children's progress in learning.

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.