

Summarised inspection findings

Blacklaw Primary School

South Lanarkshire Council

29 April 2025

Key contextual information

Blacklaw Primary School is a non-denominational school serving the area of St Leonard's, East Kilbride. The school building was rebuilt in 2012 on its original site. The school roll is 165 children, arranged over 7 classes. The school roll has fallen significantly over the past ten years. The school has experienced a period of instability in leadership since 2019. The current headteacher was permanently appointed to the school in August 2024, having served in an acting capacity since December 2023. The headteacher is supported by two principal teachers who share the equivalent of one full time post. The majority of children live between Scottish Index of Multiple Deprivation (SIMD) deciles 5 and 8. Only 2% of children live in SIMD deciles 1 and 2. Approximately 47% of children require additional support with their learning.

1.3 Leadership of change	good
<p>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:</p> <ul style="list-style-type: none">developing a shared vision, values and aims relevant to the school and its communitystrategic planning for continuous improvementimplementing improvement and change	

- The headteacher involved the whole school community in the recent review of the school's vision and values. The existing vision, 'caring, believing, achieving', has been successfully relaunched, and is highly visible throughout the school. Together, the school community agreed the introduction of new values: 'belong', 'persevere' and 'succeed'. Staff's effective use of pictorial symbols ensure that these new values are reinforced and understood. Children and staff use these values as a common language and their application is clearly visible in all aspects of school life. In particular, staff and children demonstrate a very strong sense of 'belonging' to the school.
- The headteacher provides strong leadership and direction to the school following a period of instability. Ably supported by the principal teachers, the headteacher provides a clear vision for continuous improvement. The headteacher skilfully manages an accelerating pace of change. Senior leaders prioritise appropriate areas for improvement and identify relevant next steps, informed by a range of increasingly robust data. Senior leaders are effective role models for children and staff. Leadership responsibilities are clearly defined, not just for senior leaders, but for teaching and support staff also. This supports the entire staff team to work collectively, utilising individual skills and expertise well, to turn the school's vision into reality. Senior leaders create conditions where staff feel confident to initiate and lead well-informed change. This results in a strong collegiate approach to school improvement. This approach impacts positively on areas of development such as the rollout of play pedagogy, and the raising of attainment in numeracy and writing. Overall, this teamwork is a key strength of the school.
- Senior leaders ensure that quality assurance processes link closely to school improvement priorities. They review the progress of improvement priorities regularly. Staff identify the impact of improvement work with increasing confidence. Their use of data is strengthening. A comprehensive quality assurance calendar supports them to do this. Teachers welcome

opportunities to observe learning and teaching in classes other than their own as part of this process. This is strengthening the consistency in learning and teaching and sharing of good practice across the school. A few staff have engaged in a programme of learning aimed at improving their use of data and self-evaluation to raise attainment. This supports them to improve their practice, to the benefit of children in their class. Staff should develop further the quality of feedback arising from peer observations.

- The school improvement plan (SIP) is based on increasingly robust evidence and data analysis. Senior leaders ensure the plan identifies measurable outcomes which focus on learning, achievement and wellbeing. They set timely deadlines and identify clear responsibilities for implementation. As a result, improvement priorities are beginning to lead to improving outcomes for children.
- All teachers and support assistants benefit from an annual professional review and development meeting. Staff professional learning records demonstrate clear links with school improvement priorities and the development of skills through leadership responsibilities. Support staff engage in high quality professional learning to support their effective delivery of targeted interventions. Teachers' professional learning is linked clearly to the General Teaching Council for Scotland professional standards. Senior leaders promote and support staff engagement in practitioner enquiry. For example, staff's professional enquiry has contributed significantly to the development of play at P1 and P2. This enquiry included visits to observe identified good practice in other schools.
- Senior leaders employ an increasing range of strategies to work collaboratively with stakeholders. The need to increase opportunities for parental engagement and participation is appropriately identified as an area for development within the SIP. Senior leaders make regular use of questionnaires to gather views of children, staff, parents and partners. For example, to inform the recent review of the school's curriculum rationale. Most parents feel comfortable approaching the school with questions and suggestions. Staff have developed strong, impactful partnerships with a range of agencies and community partners. This serves to strengthen and extend the opportunities provided to children and progress aspects of school improvement.
- The Blacklaw Family Forum (BFF) meets regularly to plan school events and fundraising activities. Although most parents feel encouraged to get involved with the Blacklaw Family Forum (Parent Council) attendance at regular BFF meetings is low. The headteacher regularly shares details about school improvement with the BFF and seeks their views. Senior leaders provide all parents with regular updates on school improvement priorities through the school website and newsletters. This includes a clear, parent-friendly summary of the SIP. There is significant potential to further extend the involvement of parents in the school improvement planning process.
- Most children feel that the school listens to their views and are comfortable approaching staff with suggestions. Pupil leadership groups, discussion forums and questionnaires provide opportunities for pupils to shape and inform improvement priorities. Children have a meaningful voice and can see their ideas acted upon to improve their school environment and learning experiences. Their participation in school committees ensures they are involved and engaged in the life and ethos of the school. The well-established 'house system' provides opportunities for children to plan and lead specific projects, such as progressing sustainability initiatives and running community events. The library committee works in partnership with the local librarian to improve the school library. The Rights Respecting Committee promotes the right of the month across the school.

- Pupils, parents and staff are consulted on the best application of Pupil Equity Funding spending through a 'participatory budgeting' process. This helps to ensure that the use of this funding best meets the needs of children and families. This helps to reduce the cost of the school day for all families, in addition to supporting the provision of more targeted support.

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

- Positive relationships between children and between staff and children, are a strong feature of this school community. Mutual trust and respect underpin these relationships. Children are increasing their understanding of children's rights and are beginning to relate these to their own lives and experiences. This contributes to supporting a respectful and inclusive school ethos. As a result, children demonstrate pride in their school and almost all children enjoy learning at school.
- In all classes, children benefit from well-established routines and structures. These support children's high levels of engagement and participation in most learning experiences. Staff encourage children to share their views and contribute to the wider life of the school, such as through the school 'house' system. This supports children to become increasingly confident, responsible citizens.
- Throughout the school there is a calm, purposeful learning environment. Overall standards of behaviour are high. Almost all children behave well and feel that they are treated with respect. Almost all children believe that the school deals well with bullying or have never experienced it. A few children, at times, demonstrate dysregulated behaviour. Staff support these children very effectively to regulate their emotions using appropriate strategies, such as spending time with a trusted adult. This supports children to re-engage with their learning more effectively. Children are successfully increasing their ability and independence to remain calm. A few children become disengaged with their learning when their needs are not met. Staff manage this well with consistent responses, reminders of high expectations, and nurturing vocabulary. Staff observe fewer incidences of distressed behaviour in targeted groups of younger children when they engage in play-based learning.
- Across the school, teachers implement a range of learning and teaching approaches that are underpinned by the school values. Children are encouraged to care about their learning, to believe in themselves and to achieve. Staff help them to persevere when they experience new challenges and support them to succeed. As a result, most children feel that they are encouraged to do their best all of the time. Staff's application of the school's learning and teaching policy ensures a consistency of approach across the school. In most lessons, children experience high quality learning and teaching. Staff's effective engagement with local authority professional learning tools is leading to greater consistency in lesson structure and an increasing quality of questioning. In almost all lessons, staff explanations and instructions are clear. Most children understand the intended purpose of their learning and how they know that they will be successful. They are capable of taking greater responsibility in identifying for themselves how they will know if they have been successful. Children at the early stages have increasing opportunities to experience personalisation and choice in their learning through play. Staff should extend these opportunities for personalisation and choice to children at the middle and upper stages.

- Almost all learners receive ongoing feedback about their progress and what they need to do to improve. Staff are developing their approaches to promoting self and peer feedback. Staff's developing use of fluid groupings supports them to respond quickly to the identified next steps for individuals. A few teachers are making effective use of digital technology, such as matrix barcodes, to provide children with personalised verbal feedback. This supports children to take increasing responsibility for their own learning.
- Staff engagement in professional learning and professional enquiry is leading to the effective development of play-based learning across the early stages. Play is well-embedded at P1 and P2 and is developing at P3. Staff's strong focus on play pedagogy enables them to create well-resourced, flexible learning environments that support children to be curious and independent. Children access play opportunities throughout the school day, both within the classroom, in the 'Rainbow Room' and in the school grounds. Staff use these environments well to provide an appropriate balance between adult-led, adult-initiated and child-led play. Children apply a range of skills in different play contexts, demonstrating sustained engagement and motivation. Teachers are at the early stages of using observations of play to support assessment. As planned, staff at the early stages should continue to develop this approach to assessment.
- All teachers use interactive boards and digital tablets effectively to support and enhance learning and teaching. Children have shared access to an increasing range of devices and a computer suite. They are motivated and engaged in learning through their use of technology. Staff make purposeful links to real-life contexts. Children use technology to research, create audio and video clips and create codes. In the majority of classes, digital platforms are used well by staff to support targeted learners, particularly during literacy activities. A minority of children identified as requiring additional support make use of assistive technology to support access to the curriculum. Almost all children using technology to reduce barriers to learning benefit from their use. As planned, staff should continue to develop children's digital skills, ensuring children's skill progression as they move through the school.
- Senior leaders have established a robust annual assessment calendar. This provides all staff with clear expectations regarding the use of both formative, summative and standardised assessment. As a result, the consistency of assessment information is strengthening, enabling staff to agree next steps for children more effectively. Teachers are developing their use of assessment frameworks to evaluate children's progress in literacy, numeracy and health and wellbeing. They are beginning to use this increasingly reliable evidence to monitor children's progress in these curriculum areas. This supports their professional judgement about children's progress.
- Staff's participation in moderation activities within the school, and across the learning community, is strengthening their professional judgement, particularly in writing. Senior leaders recognise the need to extend these moderation activities to include a broader range of curriculum areas. Staff's increased engagement with a broader range of attainment data and the national Benchmarks is further strengthening their confidence and professional judgement.
- Staff plan learning across different timescales, including medium and short term. Senior leaders have effectively supported the introduction of digital planning formats. Staff welcome the increasing consistency in approach as a result. For example, they are more able to access planning across stages, developing an increasing understanding of progression in learning. Staff use local authority curricular progression frameworks to inform their planning. Across the school, staff plan learning experiences to meet differing needs. This is supporting most children to achieve success. Following local authority professional learning, all staff are using a fluid grouping approach to support progress in numeracy and mathematics. Children respond positively to the choice of challenge set through 'silver', 'gold' and 'platinum' tasks. Recently

updated planners are supporting this development. Staff recently refreshed the school's curriculum rationale, enabling them to rightly identify the need to update a number of curriculum pathways. As they progress this work, staff should ensure that assessment forms a more integral part of planning.

- Senior leaders meet with individual teachers to review the impact of forward planning on children's progress and attainment each term. They use a range of appropriate evidence and assessment information to inform these discussions and identify next steps. Staff engagement in relevant professional learning is enabling them to make increasingly effective use of data to inform these discussions. This includes reviewing the progress of different groups of children, such as those with English as an additional language or by gender. This supports staff to identify potential barriers or gaps in learning that need to be addressed in relation to literacy, numeracy and health and wellbeing. Staff use the local authority's tracking tool well to capture children's progress each term. Moving forward, staff should track children's progress across all curriculum areas.
- Using a 'fact, story, action' approach, staff identify children in need of support and agree actions to address this. Skilled support staff ensure that identified support plans and targeted interventions are delivered effectively. Senior leaders and staff review staged intervention plans termly to ensure their effectiveness in improving outcomes for children.

2.2 Curriculum: Learning pathways

- Almost all teachers make appropriate use of both school and local authority progression pathways to inform their planning for some curricular areas. These pathways include reference to national Benchmarks. The headteacher has correctly identified the need to ensure that learning pathways are in place across all curriculum areas. This includes aspects of health and wellbeing and digital technology. This will support staff to ensure children experience appropriate breadth and progression across the curriculum.
- Staff refer to a three-year overview of topics that link different areas of the curriculum together using a group of identified Curriculum for Excellence experiences and outcomes. This provides staff with flexibility to change themes to meet the needs and interests of children in their class. There is potential to develop further children's involvement in planning their learning across the curriculum. Learning across the curriculum includes a focus on learning for sustainability, children's rights and how these relate to real-life contexts. The headteacher has correctly identified the need to refresh the topic overview to ensure it is current and relevant to the needs of the school community.
- Children experience learning both indoors and outdoors, through a range and effective curriculum opportunities. Children's learning experiences are enhanced through access to their local and wider community. Working in partnership with the BFF, the continuing development of the school grounds and provision of outdoor learning resources is underway. In line with the SIP, staff should continue to develop approaches to outdoor learning, ensuring progression in children's skill development.
- All children have access to two hours of high-quality physical education (PE) every week. Staff make effective use of a clear learning pathway to inform their planning. They ensure they provide a sustained focus on skill development. In addition to classroom-based activities, children have many opportunities to access a wide range of sporting activity through community partnerships.
- All children receive their entitlement for the 1+2 language programme. All children learn French progressively from P1 to P7. In addition, the Scots language permeates learning activities across the school. Staff use songs, rhymes, and books written in Scots, to provide children with meaningful use of the Scot's language in their daily life.
- Children learn about Christianity and other world religions through their religious and moral education programme. This supports them to value and explore diversity, and respect other cultures.
- Children benefit from an attractive, well-resourced school library. Taking advice from the local librarian, the school's library committee have developed their skills in the organisation and presentation of books. Almost all pupils have knowledge of the role of a library and job of a librarian. Children regularly select books of their choice and engage in reading for pleasure. This promotion of reading has resulted in the school gaining national accreditation.

2.7 Partnerships: Impact on learners – parental engagement

- Positive relationships between staff and parents are evident across the school. Parents are encouraged to become actively involved in school life. For example, a few parents volunteer to share their skills to support learning activities and clubs on a regular basis.
- The majority of parents feel they are provided with advice about how they can support their child's learning. To strengthen further parental engagement, senior leaders have ensured its inclusion as a key improvement priority within the SIP. An annual calendar of events is in place, such as stay and play sessions, open mornings and parents' evenings. Class 'showcase' events enable children to share their learning with parents and provide an opportunity for parent and child to learn together. These events are well-attended. Staff now share 'snapshot jotters' with parents at key points in the year. These jotters reflect the work being done in class and show progression in learning. There is a desire from parents to increase these opportunities further.

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

- The staff team know children and families extremely well, leading to very positive, respectful relationships across the school. Together, the whole staff team creates a very nurturing, supportive learning environment for children. All children benefit from daily check-ins which helps staff monitor and support their wellbeing. Almost all children know who to talk to if they have any worries or concerns. These strong, positive relationships result in almost all staff and children expressing pride in being part of this school community.
- Senior leaders ensure robust processes are in place for dealing with bullying concerns. Staff make effective use of national guidance to support their delivery of the health and wellbeing curriculum. As a result, almost all children feel safe and supported. Children show developing confidence to challenge others who do not treat them with dignity and respect. Staff use appropriate communication aids well to support children to explore their thoughts and feelings in relation to bullying concerns. As planned, staff should continue to develop children's, staff's and parents' shared understanding of bullying and how concerns are addressed.
- Almost all children have a good understanding of the wellbeing indicators. Senior leaders use school assemblies effectively to enhance children's understanding of wellbeing. Staff support children well through restorative conversations to explore and resolve issues or concerns. Children are increasingly developing their ability to express their feelings and build resilience as a result. All children complete wellbeing surveys annually to self-assess their sense of wellbeing. Staff use this information to monitor and track wellbeing and identify support requirements. Staff should now review the frequency of children's wellbeing self-evaluation. More frequent monitoring would enable staff to identify any concerns at an earlier stage.
- All staff undertake appropriate professional learning to better support children who require additional help with their learning or wellbeing. This includes learning around the nurture principles, empathy, supporting distressed behaviours and managing anxiety. As a result, all staff are developing increasing skills and confidence in identifying and addressing children's needs. This is enabling them to reduce potential barriers to participation for children more effectively.
- All staff have a very good understanding of their responsibilities and statutory duties related to wellbeing, equality and inclusion. A staged intervention approach is well established and supported by local authority procedures for children who require additional support with their learning or wellbeing. The headteacher works collaboratively with partner agencies, seeking appropriate professional advice and guidance as required. Senior leaders have a strong focus on building staff confidence and skill to better meet the needs of all children. As a result, partners such as the local authority specialist support teacher, English as an additional language teacher and educational psychology contribute well to improving outcomes for

children. Almost all support plans have measurable targets and are reviewed regularly with staff and parents. Senior leaders should continue to build the capacity of teachers to lead in the staged intervention process. This will support them to further strengthen the effectiveness of targeted interventions and foster even stronger partnership working with families.

- The school is meeting its statutory requirements in respect of religious observance. Strong partnership working with the local minister supports the provision of religious observance and visits to the local church.
- Children are beginning to use the language of rights and are becoming more familiar with the United Nations Convention for the Rights of the Child articles. They are beginning to talk more confidently about the relevance of these rights to their everyday lives. Staff reinforce this learning about rights through school assemblies and the use of attractive wall displays. As a next step, staff should develop further children's understanding of how their rights relate to daily classroom activities and real-life contexts.
- Children develop their understanding of equality and diversity through classroom activities and school assemblies. Library committee members worked collaboratively with the headteacher to select a more diverse range of books for inclusion in the school library. Children now have ready access to a much broader range of reading materials that supports them to understand and celebrate equality and diversity. Building on this positive development, staff should continue to provide learning activities that support children to challenge discrimination, prejudice and intolerance should they come across it.
- Staff have recently refreshed the P1 transition programme to ensure all children joining the school have a positive and confident start to school. This programme supports effectively the building of positive relationships with children and families. It also enables staff to quickly identify any support needs. As a result, appropriate interventions are implemented early in P1 to support literacy, numeracy, health and wellbeing and social and emotional wellbeing. Highly effective partnerships with the local high school and Active Schools Coordinator support the robust transition programme in place for all P7 children. Children who require additional support for their learning or wellbeing benefit from effective enhanced transition arrangements. This supports them to feel confident and resilient in their new school.
- Staff provide a free breakfast club that is available to all children to ensure children have a positive start to their day. Staff consult children about the activities they would like to engage in during this breakfast club. Popular chosen activities include a construction club, 'wake-up yoga' and mindful colouring. Children respond very positively to these activities, enabling them to better engage with learning at the start of the school day.

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, most children are on track to attain expected levels of attainment in literacy and numeracy. Children's attainment is strongest in listening and talking, with almost all children attaining expected levels of attainment. Children's attainment is lowest in writing, with the majority of children predicted to attain expected levels at first level. A few children exceed national expectations in literacy and numeracy.
- Almost all children in receipt of additional support are making good progress from their prior levels of attainment relative to their individual need. A few are making very good progress.

Attainment in literacy and English

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

Listening and talking

- At early level, most children are beginning to communicate with increasing confidence. They enjoy exploring and listening to stories, songs and rhymes and can share their likes and dislikes. At first level, most children take turns and contribute appropriately when engaging with others. By P7, most children build confidently on the views of others during discussions. They ask and respond to a range of questions to demonstrate their understanding. They show respect for the views of others' opinions and ideas. Across all stages, children should continue to explore how pace, gesture and expression are used to engage others in a variety of contexts.

Reading

- At early level, most children select books to read making use of the cover, title and author. Most children hear and say sounds and are beginning to use this knowledge to read words independently. At first level, the majority of children use a range of word recognition strategies independently. They identify the common features of fiction and non-fiction texts and can find key information within them. By second level, most children respond appropriately to a range of questions to demonstrate understanding of texts. They talk confidently about their reading preferences, describing what they enjoy most about particular authors and genres. At first and second level, children should continue to develop their note-taking skills, using these to create new texts.

Writing

- At early level, most children accurately write simple sentences using capital letters and full stops. They create texts regularly for a range of purposes. At first level, the majority of children plan and organise ideas and information using the appropriate format for a given genre. Increasingly, children successfully apply a range of strategies to enhance their writing.

A minority of children should develop further their ability to write extended texts. At second level, almost all children write regularly in a variety of genres for a range of purposes. Most children use a range of language techniques well to enhance their writing and engage the reader. Children make appropriate decisions about layout and presentation and use punctuation.

Numeracy and mathematics

- Overall, most children are making good progress in numeracy. A few children are making very good progress.

Number, money and measure

- Most children working towards early level count in sequence within the range 0-10 and a few extend this to within 30. They are familiar with money and are confident at identifying coins up to £2. Children should continue to develop their skills in mental calculations. At first level, most children round whole numbers to the nearest 10 and 100. They are confident using concrete materials and pictorial representations to explain fractions. Children lack confidence in aspects of measure, such as volume, capacity, and weight. At second level, most children add and subtract numbers to 10,000 and beyond with accuracy. They can divide using multiplication facts, with remainders. Across all stages most children are very confident in using a variety of strategies to solve calculations and see mistakes as an important part of their learning. Across the school, children apply their number skills in real-life contexts.

Shape, position and movement

- At early level, almost all children name and identify common two-dimensional shapes (2D). At first level, most children name, identify and classify an increasing range of 2D shapes and three-dimensional objects. They are not yet confident using the correct mathematical language to describe these. At second level, most children describe, identify and measure a range of angles with accuracy. They should further develop their knowledge of complementary and supplementary angles and use this to calculate missing angles.

Information handling

- At early level, most children sort items in a variety of different ways according to colour, shape, and size. They use tally marks accurately to collect information and display this information using pictographs. At first level, most children gather and display data using tally marks and block graphs. They interpret data from simple graphs and charts. Most children working at second level interpret and display information in a variety of different ways, including pie charts, bar graphs and Venn diagrams. They talk confidently about how they can apply their knowledge and skill in information handling in real-life situations.

Attainment over time

- Senior leaders track children's attainment in literacy, numeracy and health and wellbeing over time using a local authority tracking system. Increasingly robust approaches to tracking enable staff to provide timely, targeted interventions, that are tailored to meet children's individual needs. Over the past three years, the number of children achieving national expectations in numeracy has remained consistently high, exceeding both local and national levels. Predicted levels of attainment indicate a significant increase in children's overall attainment in reading and numeracy compared with last year. This demonstrates the positive impact of raising attainment initiatives in these areas of the curriculum. Staff should now extend the tracking of attainment to include other areas of the curriculum.

Attendance

- Overall average attendance for 2023/24 was 94.2% which is higher than the national average. At the time of the inspection, attendance was 95.8%, which is around 2% higher

than the same time last year. There have been no exclusions. No children are on a part-time timetable. Staff monitor and track attendance closely to identify pupils in need of timeous support. They also track attendance over time by stage. Almost all year group's attendance has returned to pre-pandemic levels. Targeted support provided to a few pupils and their families to support improved attendance is leading to improvements for the majority. Senior leaders regularly reinforce the importance of good attendance and timekeeping through its featured inclusion in school newsletters.

Overall quality of learners' achievements

- All children are given opportunities for personal achievement through extra-curricular clubs, sporting events, exhibitions and performances. For example, children between P2 and P7 experience three-week blocks of 'Masterclass' activities to develop specific skills. Staff now need to involve children in the review of the range of masterclasses provided to ensure they reflect children's interests. Children, particularly at the upper stages, have opportunities to engage in a variety of leadership groups. Senior leaders should now consider how these leadership opportunities can be extended to include younger children. Older children confidently act as play leaders and buddies to support younger children. This contributes to the nurturing culture across the school, while enabling children to develop key skills in communication and resilience. Overall, wider achievements, including those achieved beyond school, are celebrated in class, at assemblies, on wall displays and through social media. In most classes, children who embody the school values (belong, persevere, succeed) are recognised on 'The Proud Cloud'.
- Almost all children feel that they have opportunities to take part in activities beyond the school day. Staff introduced the tracking of wider achievements in October 2024. This is beginning to enable them to target and encourage children at risk of missing out to become more involved in extra-curricular activity. Children should continue to be supported to develop their understanding of the skills they are developing through participation in these activities. The effective tracking of skills could support staff to ensure progression.
- Children and staff are extremely proud of being a 'sporty school' and the national sports accreditation they have received as a result. There is a high level of engagement in sporting activities across the school. Effective partnership working with Active Schools, local sports organisations and parents enhances the range of opportunities provided. Staff track participation to ensure sporting experiences are relevant and inclusive for all. They target children residing in SIMD deciles 1 and 2, or in receipt of free school meals (FSM), for inclusion in these activities.

Equity for all learners

- Senior leaders extend the range of factors used to identify children who may face barriers to learning due to their socio-economic background. Around 15% of children reside in SIMD 1 and 2 and/or are in receipt on FSM. Senior leaders ensure that the progress and achievement of this group of children is closely monitored. As a result, staff have a clear understanding of the school's attainment gap. For example, most children within this identified group are achieving national expectations in numeracy. Staff also consider gaps identified for other specific cohorts, such as gender and take appropriate steps to address them. Most of those who are not yet achieving are making good progress from prior levels of attainment.
- Senior leaders ensure that due consideration is given to the cost of the school day to ensure any financial barriers to participation are removed. Parents and children are involved in a 'participatory budgeting' process to inform the use of part of the school's PEF. As a result, the cost of educational outings has been reduced, and access to technology increased.

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.