

Summarised inspection findings

Loanhead Primary School

East Ayrshire Council

27 August 2024

Key contextual information

Loanhead Primary School is situated in the centre of Kilmarnock in East Ayrshire. The headteacher has been in post since January 2024. There is also one depute headteacher and one principal teacher in the leadership team. There are currently 282 children on the school roll. There are 12 classes, 3 of which are composite classes. There are 89 children recorded as having additional support needs. There have been no exclusions from the school for several years.

Loanhead Primary School nursery class was inspected by the Care Inspectorate within the past 18 months, therefore, the local authority and headteacher had the option to include the nursery class as part of this inspection. We have agreed with the local authority and school that the nursery class is not part of this inspection. The findings set out below are for the primary school stages.

1.3 Leadership of change	weak
<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 community■ strategic planning for continuous improvement■ implementing improvement and change	

- The newly appointed headteacher has a clear aspirational vision to improve and enhance outcomes for children in Loanhead PS. Her approach to engaging with partners and empowering staff to lead change are at the very early stages of having a positive impact on the work of the school. Improved communication with almost all staff, parents, partners and key stakeholders is providing a renewed confidence and reassurance for everyone across the school community.
- The school vision and values have been in place for several years. These are recognised and understood by most children. They underpin the positive attitude to learning, respectful behaviour of children and a calm climate for learning. The new headteacher and the staff team have plans in place to undertake a full review of the school values with all key stakeholders to ensure they continue to reflect the context of the school and local community. A renewed set of values will help to provide a firm foundation for the future success of the whole school community. It will help to promote a sense of ownership, a collective purpose and a stronger sense of belonging.
- The headteacher is beginning to implement more robust and reliable quality assurance processes in the school. Since coming into post, she has undertaken a series of lesson observations and attainment meetings with class teachers to discuss children’s progress. She has well-conceived plans to develop quality assurance processes moving forward. The headteacher and her leadership team recognise that robust self-evaluation across a number of areas of the school require urgent improvement. These include approaches to evaluating the support provided for children with additional support needs, raising attainment and achievement and improving learning and teaching.
- The headteacher is working with existing improvement planning documentation. It is important moving forward, that the new head teacher and her staff team develop a new improvement

plan for 2024-2025 collaboratively and in consultation with all key stakeholders. They should consider together, a more streamlined plan, focussing on the most urgent improvement priorities. These should include learning, teaching and assessment, attainment and achievement and the wellbeing of children. Additionally, all staff should focus on approaches to inclusion as a key priority in all classrooms across the school.

- The Pupil Equity Fund (PEF) allocation is currently used to support targeted interventions in literacy and numeracy. Parents and children were not consulted on how these funds should be allocated to meet the needs of children living in the most disadvantaged circumstances. Senior leaders are aware that there should be clearer processes in place to plan the allocation of PEF and will undertake this work in preparation for the coming session. It is important that ensure that all key stakeholders have their views heard on how this important resource should be spent to best meet the needs of children.
- The leadership team have recently reviewed their strategic remits and staff now have greater clarity about their core roles and responsibilities. This, alongside the stability offered by the permanent appointment of the new headteacher, is improving the confidence of staff to be more active and empowered in contributing to change. The headteacher is beginning to empower and support her staff team to be more outward looking. They are now encouraged to take on leadership opportunities aligned to their skills and strengths and be part of a team with a collective responsibility to improve outcomes for children.
- A few class teachers undertake leadership roles in the school. Staff support children to lead on Eco schools work and as sports ambassadors. These groups support children to develop important skills. Children have the capacity and enthusiasm to lead and are keen to do more. A minority of staff lead clubs at lunchtimes and after school. The Headteacher is actively developing opportunities for staff to contribute to school improvement through designated leadership roles.
- There are a few opportunities for children to undertake meaningful leadership roles. Sports ambassadors undertook a survey with other children and as a result have established a rota for the use of the sports arena in the playground. Their work is having a direct impact on the use of the outside space to be used equitably by all children. A few children develop leadership skills as house captains. Primary 4 children lead the school's work on sustainability. This enables children to develop their skills and knowledge of the environment. A small Junior Road group and the period poverty group offer leadership opportunities for children. The headteacher and her team should work together using national guidelines to develop and enhance the leadership skills of all children, supported by all staff.
- The majority of children would like to express their views more regularly on important school matters. They should be made aware when they share these views, that they are listened to, and that their views are taken into account when important decisions are being made. The establishment of a pupil council will support this work moving forward. Senior leaders should ensure that more regular communications inform children about what happens when they suggest actions and improvements to their school. This would support children to feel their views are valued.
- Senior leaders conduct Professional Review and Development (PRDs) annually with staff. Teachers identify areas for their personal and professional development through these important discussions. This includes a review of what they have undertaken in the previous year and what they plan to do in the forthcoming session. Senior leaders should now work closely with all staff to ensure that identified priorities are well aligned to a new school improvement plan and include undertaking leadership roles where appropriate. Staff value the PRD process as a means to inform their professional learning.

- The headteacher has rightly identified priority areas relating to children with additional support needs (ASN) which were urgently addressed. These relate to targeted interventions, support for children with significant needs and the involvement of parents and children in developing appropriate support plans. The pace of change for all staff has been rapid, but necessary. Staff recognise the need for change and are supportive of the work of the headteacher in driving priority areas forward at pace. They understand that structures and processes now need to be in place to effect improvement and are appreciative of their head teacher in supporting their practice, learning and wellbeing.

2.3 Learning, teaching and assessment

weak

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

- Children are well-mannered, polite and friendly. Most staff and children throughout the school demonstrate positive relationships. This supports most children to participate in learning.
- In most lessons, tasks and activities do not meet the learning needs of all children. The headteacher recognises the need to develop a shared understanding of what high-quality learning experiences looks like. She should work with staff to ensure that lessons provide more stimulating, interactive experiences with appropriate levels of support and challenge. This will help to improve the engagement of children and accelerate their progress in learning.
- Most lessons are overly teacher-led. As a result, the majority of children are passive in their learning. A majority of children say that the work they do is not consistently hard enough and less than half agree that they enjoy learning most of the time. In a few literacy and numeracy lessons, task boards are used to support children to take responsibility for their learning and develop increasing independence. Teachers should develop further a wider variety of approaches across curriculum areas. This will help to improve the quality of learners' experiences, increase children's engagement and improve the pace of learning. Almost all teachers should increase creativity and innovation in lessons. This will help to further motivate children and engage them more effectively in their learning.
- In the majority of lessons, teachers provide clear instructions and explanations about planned activities. A few teachers recap on prior learning and link new activities to what children have already learned. In most lessons children do not have the opportunity to identify measures of success with their teachers. As a result, the majority of children do not understand the skills they are developing and how these skills apply to real life experiences. Teachers should discuss with children the skills they are developing and how they can demonstrate these skills in a range of contexts.
- Teachers use interactive whiteboards to support teaching in the majority of classes. In a few lessons, children make effective use of digital technology to support and enhance their learning. For example, children use digital technologies to play games to support their understanding, to research topics and to create written texts. Senior leaders and staff should now develop a framework for the delivery of digital learning which provides clear guidance and progression in the use of digital technology to enhance children's experiences.
- Across the school, the quality of questioning is inconsistent. Most questions are lower order recall questions. A minority of teachers use a range of questioning techniques to extend children's thinking. In these lessons children benefit from appropriate challenge to extend their learning. In most lessons, only children with their hands up are asked to answer questions. As a result, teachers routinely miss opportunities to check for understanding before moving on. This is resulting in a minority of children who are not keeping up with their peers in lessons.

Teachers should consider a wider range of approaches to check for understanding with all children. They should use this assessment evidence to help inform subsequent planning of learning, teaching and assessment.

- Children at the early level are not yet benefitting from play-based learning. Senior leaders and staff should prioritise professional learning relating to play pedagogy. They should work with early learning and childcare colleagues to help plan appropriate spaces, resources and approaches to learning through play. This should support teachers to understand further what high-quality play looks like as children progress through and beyond the early level. Staff should work together to fully engage with national practice guidance as a feature of their professional learning about play based pedagogy. They should ensure that children experience an appropriate balance of child-led learning and adult-led learning to maximise their progress.
- Teachers have started to plan learning experiences for children collaboratively. A minority of teachers include assessment as part of planning for learning. Formative assessment strategies are not embedded in all classes across the school. This is leading to inconsistent approaches and experiences for children as they move through the school. It is important for the staff team to work together to achieve more structured and systematic approaches to planning and assessment to support curricular delivery. Planning learning with children will support them to further express their views about how and what they learn. A planned shared assessment calendar, developed in consultation with senior leaders will help provide clarity for all staff and children about key assessment activities.
- Assessment evidence provides almost all teachers with information about how children are progressing in their learning. Almost all teachers use summative assessments with children including National Standardised Assessments and baseline assessments. Senior leaders should now provide a range of opportunities for teachers to moderate children's work more frequently. This includes moderation across stages and levels and with local partner schools. This will ensure that teachers engage in professional dialogue with colleagues to discuss children's work and improve the reliability and validity of their professional judgements. This should help improve the confidence levels of staff and senior leaders that the assessment data for children is robust.
- All teachers should consider how best to develop learning targets with all children and refer to them when engaging children in learning conversations about their progress. It is important that teachers set higher expectations for children with a clear focus on what they need to do to improve and meet the expected standards at each level.
- Senior leaders have recently introduced regular attainment meetings with teachers to discuss and review children's progress and attainment. During these meetings, staff identify children who face particular challenges or barriers to their learning. These include children experiencing socio-economic disadvantage, young carers and care experienced children. As a result, senior leaders have identified interventions to improve attainment and outcomes for children in literacy and health and wellbeing. The impact of these interventions is not yet evident.
- Senior leaders should embed processes to monitor more closely, the progress of individual children and cohorts. This will give senior leaders confidence that targeted interventions are having a positive impact on closing gaps in attainment over time. Senior leaders should consider ways in which support for learning assistants, and those working most closely with children with additional support needs, can contribute to these meetings. Teachers input data about children's attainment in literacy, numeracy and health and wellbeing into the local authority tracking system three times per year. There should now be a clearer focus on

evidencing how staff accelerate and accurately evidence the progress of all children throughout the school year.

- PEF funds are used to provide interventions for a number of children in order to meet their learning needs. These include pupil support staff in classes to support the learning of targeted children. In addition, new literacy and numeracy resources and teaching materials have been purchased. There is no clear evidence of impact from these interventions in relation to children's attainment, attendance or achievement. Senior leaders should now take steps to identify in collaboration with teachers, how they are closing the poverty related attainment gap for children through the use of this funding.

2.2 Curriculum: Learning pathways

- The curriculum provides children with experiences to support their progress in learning. A review of the curriculum to further improve its relevance, breadth and challenge would support teachers to improve engagement and enjoyment in learning across all stages. Staff have access to high-quality learning pathways and frameworks provided by the local authority and use these to inform their planning of all curricular areas. As staff progress to a review of the curriculum they should ensure that learning offers all children progression and coherence as they move through the school. Current experiences can at times be too dependent on individual teacher choices and ideas. A consistent approach to curriculum design will support teachers to plan learning that meets the needs of all learners.
- There is no curriculum rationale for the school. The future development of a new curriculum rationale should take account of the contexts for learning in the local community and opportunities to extend and enhance partnership working. Staff should consult and collaborate with children, parents and the wider community to develop the curriculum. Senior leaders should support staff to further develop a shared understanding of how to plan, develop and assess inter-disciplinary learning at all stages.
- Children enjoy their work in social subjects and science. Focussed science activities motivate children to engage well in activities which explore a range of scientific topics. Children enjoy art activities linked to topic work. They are learning French and study Scots language. Plans are being developed to introduce more Spanish and add British Sign Language (BSL) to the language offer across the school.
- Children experience religious and moral education each week, and two hours of quality physical education each week.

2.7 Partnerships: Impact on learners – parental engagement

- The newly appointed headteacher is supported well by a core group of parents. The 'Friends of Loanhead' fundraise for the school and liaise with the headteacher on important school matters. In recent weeks, they have been consulted on issues including effective communication with the school and their ideas about school improvement. They appreciate the new headteacher's positive and open approach, involving them more regularly in improvement. This close working should be further developed to include a wider group of parents. The current group should collaborate with children and staff to promote the work of the parent council to further encourage membership, involvement and engagement.
- A significant minority of parents would like to have more regular information from the school, particularly about progress in learning and how their children are assessed. In addition, they highlighted the school playground as a further area of focus in relation to children's safety and wellbeing. The school are aware of these immediate concerns and the new HT has systems and processes in place to ensure pupil safety in the playground space. This includes the deployment of classroom assistants to supervise children at intervals and lunchtimes.
- A minority of parents would like more advice and support about how best to support their child's learning at home. They would like the school to support this work with activities for families to do together to support learning.
- The majority of parents feel that their children are given the support they need to do well at school. Parents appreciate the ways in which their children are supported by most staff. Parity of opportunity and experiences across all classes is their clear expectation.

2.1 Safeguarding

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

3.1 Ensuring wellbeing, equality and inclusion

weak

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Staff know the needs of children and their families well, often reaching out to support families at times of increased challenge. The majority of children feel safe at school with less than half reporting that other children treat them fairly and with respect. The majority of children feel comfortable approaching staff with questions and suggestions. Senior leaders are planning a review of the current respectful relationships and anti-bullying policy in consultation with children and families. This should further improve the positive relationships between staff and children and amongst children. Approaches to support regulation of behaviour, and the impact on peers of dysregulated behaviour should improve further. The majority of staff deliver the school's vision and values in their interactions and behaviours.
- Staff organise wellbeing weeks, have wellbeing Wednesdays and have recently introduced children's wellbeing champions. Senior leaders should develop a whole-school strategic approach to promote health and wellbeing. This should include prioritising professional learning on important areas in wellbeing. For example, revisiting professional learning for all staff on nurture, restorative approaches and trauma informed practice. This will equip staff to adapt their teaching to ensure a meaningful learning experience for all learners. In addition, it should support better children's physical, emotional, social and mental wellbeing.
- Most children have limited knowledge of the wellbeing indicators to help them monitor their wellbeing and related progress. In addition, children need to be supported to evaluate and discuss their wellbeing with teachers and staff. This should include the reintroduction of opportunities to reflect on their overall wellbeing using the wellbeing indicators (use of wellbeing webs). Senior leaders should monitor the consistent and effective use of wellbeing indicators across the school. Staff should track and use this information for all children and use it to monitor and support children's wellbeing as they move through the school.
- All members of the school community are developing a shared understanding of rights-based approaches to learning, the language of wellbeing and relationships across the school. This is being supported by recent work to review and revisit a national accreditation award linked to children's rights. A small number of children across the school have recently been selected to be part of a rights respecting steering group. All children learn about a right every month through school assemblies. Teachers display rights in classes and around the school. Parents are at the early stages of developing their understanding of children's rights.
- Across the school, teachers use local authority curricular skills progression frameworks for health and wellbeing. This supports teachers in their planning and assessment of activities. Teachers should include clear links to children's rights in lessons. This will support further planned learning experiences which embed a consistent rights-based approach across the school. Children are developing their awareness of how to make healthy choices and keep themselves healthy. Senior leaders should now support staff to develop robust and clear

assessment of learning around wellbeing that more clearly shows progression and development of skills over time.

- The majority of children who have identified as having additional support needs are not fully included or accessing their full entitlement to education. This results in a significant minority of children's wellbeing and learning needs not being met. The new headteacher correctly prioritised and completed an audit of children's additional learning needs and introduced record keeping in line with statutory guidance. Staff are now supported with clear procedures and understanding of their roles and responsibilities related to children with additional learning needs. Senior leaders now have clear remits and responsibilities linked to a calendar of commitments that provides accurate data for all identified children. This is at the early stages of ensuring all staff are meeting all children's needs. Currently, the progress of children who have additional support needs is at the earliest stages of being tracked by senior leaders and teachers across the school. Parents and carers are increasingly involved in making decisions to support their child's learning. They appreciate the inclusion of their views in child's planning meetings and the recent improvements in communication and regular feedback. The majority of parents feel comfortable approaching staff with questions, suggestions or issues and would like more information on their child's learning and development. Children are at the very early stages of having a greater voice in their learning plans and are developing their awareness of how they can be successful in their learning.
- Senior leaders deploy classroom assistants to support the needs of individual children. This includes as part of PEF funded initiatives. They work hard to try to meet these children's needs and know children and families well. Senior leaders should keep under review the skills and experience of classroom assistants to maximise the support given to targeted children. Senior leaders should ensure more rigorous planning enables staff to be fully aware of strategies, interventions and use of resources. This will help to support children to make the best possible progress.
- Staff should develop a greater understanding of their responsibilities in relation to statutory guidance. Under the Education (Additional Support for Learning) (Scotland) Act 2004 staff need to ensure greater clarity on targeted and universal support. Senior leaders and staff have an ongoing priority to improve the robustness and improve learning targets in children's support plans. As a priority, senior leaders should ensure that all children who are entitled to a coordinated support plan are considered in line with national guidance. Senior leaders and staff should more rigorously monitor and ensure appropriate and timely support and interventions are well-planned and evaluated. This should ensure all staff who support children deliver appropriate support. These should link to strategies and interventions that can be accurately measured and support children to reach their full potential.
- Senior leaders have recently started to monitor more effectively children's attendance. This is currently just above the national average. The headteacher now links attendance figures to attainment and is beginning to address any gaps in learning. These newly introduced approaches to monitoring attendance are at the early stages of identifying interventions that aim to accelerate and close any attainment gaps. Senior leaders should develop parents' awareness of the impact of non-attendance and lateness on their children's attainment. They should also be supported with appropriate strategies to increase children's attendance levels to better support their outcomes.
- Almost all children behave respectfully towards each other and to all staff who work closely with them. They are mannerly and polite and behave well in classes, corridors and open areas across the school. A minority of children report that discriminatory or bullying behaviour is addressed effectively by senior leaders and staff. Senior leaders are at the early stages of developing processes for responding to discriminatory and violent incidents through the

effective use of an online monitoring and tracking tool. This should increase confidence across the school community in how bullying is identified and dealt with to improve relationships and behaviour. This will develop further children's and staff's sense of personal safety, nurture and pride in their school community.

- Children learn about the importance of valuing diversity and challenging discrimination at regular assemblies. As planned, children would benefit from extending engagement with faiths across the local community, celebrating difference and introducing intergenerational collaboration. Senior leaders and staff should consider how texts used with children could contribute further to their understanding of equality and diversity. In addition, promoting diversity as a feature of school life would support children's understanding of their role in wider society. Senior leaders and staff should implement an agreed whole school approach ensuring equality for all.

3.2 Raising attainment and achievement

weak

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 is weak at early, first and second level.
- Staff are now correctly focussing on raising attainment in reading and writing across the school. Most children would benefit from further challenge in their learning to enable them to make better progress.
- Almost all children who have additional learning needs do not make sufficient progress from their individual starting point. This is due to the absence of accurate identification of needs and successful implementation of interventions. As planned, senior leaders need to prioritise closing the attainment gap for children who face the greatest challenges to their learning.

Attainment in literacy and English

- Overall, children's progress in literacy and English is weak

Listening and talking

- Across the school, the majority of children are articulate but need to develop more confidence to share their views. Most children listen well during classroom activities. At early level, most children respond to simple questions. They take turns and most use appropriate body language to demonstrate active listening. Most children at first level contribute clearly and audibly at the appropriate time when engaging with others. Most children can ask and respond to different types of questions during discussions about spoken texts. At second level, most children are confident to build on the contributions of others, for example, by supporting or extending others' ideas. Children are not always able or confident to talk in a group discussion and need to develop their listening and talking skills further through a planned, structured approach. This should be addressed through carefully planned learning experiences.

Reading

- At early level, most children recognise initial sounds and simple blends. They are building confidence in reading common words. A few children can read with fluency. At first and second level, most children read with fluency, and a few read with expression confidently. All children benefit from access to class libraries and most enjoy selecting books for personal reading. The majority of children talk confidently about favourite authors and give simple explanations about the types of books they enjoy. Most children can identify different genres and key features of texts. Most children can summarise a story and talk about characters. A few children are confident in answering inferential and evaluative questions about the texts they are reading. Children should develop further their skills in analysing and evaluating a range of texts. They should also read more frequently for pleasure and develop their use of expression when reading aloud.

Writing

- Overall, the majority of children are making satisfactory progress with the development of writing skills. Children across the school need increased opportunities to write extended pieces of writing to consolidate and build on their existing skills. Across the school children write for a range of purposes but the majority have limited opportunities for extended writing. At early level, children use a capital letter and a full stop in at least one sentence and sequence simple stories correctly. They make attempts to spell familiar words accurately. At first level, children organise their writing in paragraphs and use relevant and interesting vocabulary with increasing confidence. They use common conjunctions to link sentences. Older children at this level would benefit from further support to confidently use a range of language techniques to engage the reader. By second level, children have more opportunities for extended writing, and a few are developing confidence in using a range of techniques to influence their audience and create effects. For example, a few children use figurative language including similes and metaphors to enhance their writing.
- Overall, the teaching and assessment of writing is inconsistent across the school. The headteacher and staff should now develop a more consistent approach to the teaching of writing.

Numeracy and mathematics

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

Number, money and measure

- At early level, most children recognise numbers to ten. They use concrete materials to add and subtract within 10. A few children recognise and use coins through play. At first level, a majority of children recognise coins and work out change. They add and subtract using written strategies. A few children are not yet confident in using mental strategies to complete calculations in word problems. A majority of children multiply by two, three, five and ten. At second level, a majority of children know decimals and percentages with a few able to calculate and use decimal points. They would benefit from more opportunities to use formula to calculate area and volume. Across the school, children need to develop further their skills in answering word-based problems.

Shape, position and movement

- At early level, the majority of children create patterns with shapes. A few can describe the properties of common two-dimensional (2D) shapes. At first level, a majority of children recognise and name basic shapes and three-dimensional (3D) objects. Children are confident in describing the properties of 2D-shapes and 3D objects using appropriate mathematical language. Most children recognise a right angle. They cannot describe acute and obtuse angles. At second level, a few children recognise the nets of 3D-objects. They measure angles using a protractor and can name complimentary and supplementary angles. At second level most children are not confident when talking about scale.

Information handling

- At early and at first level, children use tally marks and are aware of bar graphs. At second level the majority of children can create bar graphs to communicate to show evidence of data they have gathered. At second level, a minority of children display data in an increasing range of ways. Across the school, children need to develop skills in answering questions about data. Children need to develop their independent skills in selecting the best way to display data.

Attainment over time

- Senior leaders and staff track children's attainment at P1, P4 and P7. They are below expected national standards. Overall, data shows there is no consistent pattern in children's attainment over time. At times, there are significant dips in attainment in both literacy and numeracy.
- School data is currently not reliable. The new Headteacher has developed plans to focus on this with staff in the next school session. There is a lack of consistency in the use of assessments to support teachers' professional judgement throughout the school. As planned, senior leaders should build the confidence of teachers in their use of a range of assessments, data, and moderation activities. Teachers would benefit from using national benchmarks to ensure approaches to assessing children's attainment and achievement are reflective of national standards. This should ensure professional judgements are increasingly accurate.

Overall quality of learners' achievements

- Children have opportunities to share and celebrate personal achievements within and outwith school at weekly assemblies. In classrooms, teachers celebrate children's learning through displays on walls.
- Staff and partner agencies provide a few lunchtime and after school clubs, such as arts and crafts, technology, engineering and mathematics, football and rugby. These support children to develop skills in creativity, STEM and physical and mental wellbeing. Children are actively involved in fundraising opportunities such as the Spring Fling and Red Nose Day which helps them contribute to life of the school and develop their skills as effective contributors. Staff should work with local partners to provide more activities to support children to develop their skills.
- Staff are at an early stage of tracking children's participation in clubs and involvement in leadership. Staff should now use this data to identify children who are not participating in activities to enhance their skills and personal development. They should plan appropriately to ensure that all children achieve more widely and develop skills for learning, life, and work.
- Staff should develop stronger links with the whole school community, including local partners. This will support children with activities to develop a wider range of skills and an understanding of the wider world of work. This will contribute to their sense of achievement and support them to be more aware of the importance of their role in their community.

Equity for all learners

- Staff are developing the awareness of children's socio-economic circumstances through the improved use of data and tracking procedures. Staff should use this data to identify and reduce the attainment gap.
- The Pupil Equity Fund (PEF) is used to provide universal and targeted interventions with the aim of raising attainment in literacy, numeracy and health and wellbeing. This includes providing resources and additional staff who are supporting children with literacy and wellbeing. Senior leaders are not yet able to identify through clear evidence, how well PEF is accelerating closing the poverty related attainment gap. The headteacher recognises the need to monitor and gather robust data to evidence the impact of these interventions in improving outcomes for learners. Senior leaders should now evaluate more closely the impact of these interventions on the attainment of individuals and cohorts of children and demonstrate how they are closing the attainment gap caused by children's socio-economic circumstances.
- Staff are mindful of the cost of the school day. A 'Toast to Go' initiative provides children with

breakfast to start to the day and a foodbank is accessible for all. This is enabling families to support children to attend school and provides a positive start to the school day.

- Senior leaders and staff should now implement a more strategic approach to ensuring equity for all learners to maximise the potential of all children, whatever their circumstances.

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.