

Summarised inspection findings

Alloway Primary School and Nursery Class

South Ayrshire Council

25 March 2025

Key contextual information

Alloway Primary School is a non-denominational school in the village of Alloway in South Ayrshire Council.

The headteacher has been in post for three years and is supported by one depute headteacher. The depute headteacher has overall leadership and management of the Alloway Early Years Centre. There is a full-time equivalent (FTE) of two principal teachers which is fulfilled by three members of staff. There are also 20.8 (FTE) class teachers and four FTE support for learning assistants.

The school roll is 387 children working across 14 classes. Approximately twenty-six percent of children receive additional support with their learning. Most children live in Scottish Index of Multiple Deprivation deciles 8 to 10. There have been no exclusions in the last five years.

1.3 Leadership of change

very good

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

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The headteacher, along with all staff, promotes and sustains very well the highly relevant school vision for continuous improvement and change. They work very collaboratively, implementing successfully the shared vision of 'supporting everyone to be the best they can be'.
- The headteacher is highly respected across the school community. She demonstrates a relentless drive to secure the best possible outcomes for children. Senior leaders work very effectively as a dedicated team and are an important strength of the school. They have clear areas of responsibility and provide supportive leadership and guidance to the staff team.
- Almost all children have a really clear understanding of how children's rights impact on their lives and those of others. All staff use children's rights and global goals appropriately to influence school improvements and curriculum development. For example, this session, school staff used children's rights as a foundation to refresh the school values in wide consultation with stakeholders. The school values of kind, respectful, inclusive and safe are highly visible in displays throughout the school. They are meaningful and relevant to the school community. Staff support children to know and understand the values well. All staff and almost all children demonstrate the values consistently in their interactions with each other, adults and visitors in the school. Children are confident, happy learners who are proud of their school and there is a highly positive culture of learning.
- Staff feel confident to lead and initiate change. Almost all teaching staff lead effectively on school improvement. Principal teachers lead very effectively on school improvement priorities, working in strong collaboration with staff. Teachers share their leadership remit

with children in their 'superpowers' display, acting as effective role models for children and each other. Teachers have led on improving approaches to helping children to explain their thinking during learning. Children are increasingly able to talk about the strategies they use during their learning as a result.

- Across the school, children enjoy a number of leadership roles such as house captains, buddies and the pupil council. Children lead the life and work of the school in their 'Big Meetings' exploring the themes of sustainability, children's rights, digital skills and inclusion. For example, children in P4 recently improved playground resources to support the development of 'loose parts' play across the school. Children speak very enthusiastically about this work and are clear that they are making a difference to their school community. They are increasingly responsible and independent in leading their own learning. A next step is for staff to help children articulate the skills they are developing in their 'Big Meetings'.
- The headteacher gathers widely the opinions of parents and children to identify areas for improvement. Children share their views at assemblies and in their classes regularly. Children use How good is OUR school? (HGIOURS) annually to share their views about the school's strengths. Senior leaders could now provide children with more regular opportunities to use HGIOURS to identify school strengths and areas for improvement. Parents share their views regularly through consultations and surveys. Most parents feel the school takes their views into account when making changes. For example, parents shared their views recently around the school's homework policy and senior leaders have updated policy this in response.
- Senior leaders use a range of worthwhile self-evaluation activities to create school improvement priorities. Teachers use How good is our school? (4th Edition) to reflect upon the school's strengths and areas for improvement. They have focused more robustly on evaluating the quality of learning, teaching and assessment over the last two years. Teachers reflect on the 'Alloway Expectations' which provides effective guidance on lesson planning and delivery. This systematic approach is supporting teachers very well to provide consistent high standards of learning and teaching. Building on this, the headteacher is now rightly extending this approach across other aspects of the school's work. This will support staff well to identify future priorities and further embed the positive culture of self-evaluation.
- The school improvement plan (SIP) appropriately includes continuing to raise attainment, to further develop the curriculum and to meet all children's wellbeing needs effectively. The headteacher implements the SIP strategically to maximise the impact on children's outcomes. She operates the SIP over a two-year period managing the pace of change well. This takes very effective account of the needs of staff within a large school. She allows time for changes to be implemented, adapted and embedded, protecting time successfully for staff to work together in a well-planned collegiate calendar. All staff are meaningfully involved in school improvement and understand clearly the need and rationale for change. They have high expectations for themselves and children based on their shared educational values.
- Senior leaders monitor the quality of learning and teaching rigorously through regular well-planned activities. This includes the observation of learning, engaging in planning discussions and sampling children's work. This quality-assurance work led to the development of the 'Alloway Expectations'. Teachers engage in useful peer observations to share good practice and learn from each other. Senior leaders feedback individually to teachers which helps them to identify their personal next steps to improve their work. Senior leaders collate information gathered from quality assurance activities and feedback whole-school strengths and areas for improvement to staff. This helps all staff to have a clear picture of overall school performance.

- All staff have a firm understanding of the socio-economic context of the school community. Senior leaders have a cohesive strategy, based on analysis of data, to address attainment gaps across the school. This includes gaps caused by socio-economic factors. Senior leaders consult with staff and the Parent Council on the use of Pupil Equity Funding (PEF). The headteacher recognises it would be helpful to consult with all parents more explicitly on the use of PEF.

2.3 Learning, teaching and assessment

very good

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

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

- All staff work very collaboratively to create a purposeful, inclusive and nurturing learning environment. They build strong relationships with children. Almost all teachers regularly reference the school values and children's rights in class, helping almost all children to understand and model positive behaviours. They use rights charters in classrooms supporting children effectively to discuss and understand their rights.
- Almost all children are well mannered and behave appropriately. Where a few children show dysregulated behaviour, staff use quiet spaces and personalised adult support to help children to feel calm. Staff support children effectively to regulate their emotions and engage with learning.
- Most children say that teachers ask them about things they want to learn in school. Children in P5 to P7 work on personal projects. They lead their own learning successfully through class and group activities within relevant learning contexts such as global goals. This supports children well to develop leadership skills and contribute to the wider life of the school.
- In almost all lessons, teachers link learning across different curriculum areas and use a range of active learning approaches successfully. This ensures learning is relevant and enjoyable for children. All staff engage well with the learning, teaching and assessment guidance, the 'Alloway Expectations'. This guidance is helping teachers very effectively to implement more consistent high-quality learning and teaching.
- In all lessons, teachers share well the purpose of learning and measures of success with children. In most lessons, children co-create their measures of success. Teachers provide useful written examples of completed work, further helping children's understanding of what they need to achieve to be successful. Teachers should continue to embed this approach. This will further strengthen clarity for all children to recognise successful learning. In almost all lessons, teachers provide very clear instructions and explanations. In almost all lessons, teachers use questioning effectively to check for understanding and consolidate children's learning. Teachers should continue to develop consistent approaches to asking questions that extend and deepen children's thinking using the 'Alloway Expectations' guidance.
- All children learn very purposefully in well-resourced learning environments. Teachers use outdoor spaces increasingly to develop children's skills for learning, life and work. For example, children design and problem solve using loose parts and explore numeracy concepts through the natural environment. Staff should, as outlined in the SIP, continue to develop outdoor learning to ensure that children's experiences develop their skills progressively.

- In almost all lessons, teachers skilfully provide children with learning that is set at different levels of difficulty. They match learning very effectively to children's needs and interests. Teachers increasingly provide worthwhile experiences for children who require additional challenge in their learning. Almost all children engage highly in their learning, they are motivated to do their very best. In almost all lessons, teachers plan the pace of lessons very well, settling children quickly to their learning tasks and classroom activities. This maximises purposeful learning time. Almost all children enjoy learning at school and work together very successfully in groups, pairs and as individuals.
- All teachers use digital technology effectively to support and extend children's learning. Children use devices and applications independently to reinforce their knowledge and understanding. A few children use digital technology as appropriate to access learning which is removing barriers to learning. Teachers and children use the digital learning suite and South Ayrshire digital lending library well to learn specific skills. For example, children learn skills such as coding, programming robots and online safety. Staff and children received an award for creative use of digital technology as a result of this work. As planned, teachers now need to develop a progressive planner to maximise the impact of digital technology on children's skills.
- Children in the early level learn through a well-considered play-based approach. Children receive an effective balance of adult-initiated, child-initiated and child-led activities. They apply and consolidate their learning in appropriate 'must do' activities. Teachers observe and record children's engagement in learning through their play. They should continue, as planned, to develop approaches to observing and recording children's significant learning through play.
- All teachers use a range of assessment approaches effectively to evaluate children's progress in learning. These include summative and formative assessment strategies. Teachers' use of these approaches is providing them with increasingly reliable data to benchmark children's progress and to plan for learning. Teachers have introduced a whole-school approach to teaching and assessing skills for learning, life and work. Children would now benefit from more high-quality assessment tasks that support them to apply their skills and knowledge in unfamiliar contexts.
- Almost all children feel staff help them to understand how they are progressing in their learning. Almost all teachers provide effective written and oral feedback to support children's understanding of their next steps. In most lessons, teachers use formative assessment strategies appropriately to inform their interventions in the course of teaching. Teachers provide children with regular opportunities to self- and peer-assess their learning in literacy. Teachers should continue to embed impactful approaches to formative assessment across all areas of the curriculum.
- Senior leaders have developed a whole school assessment calendar and robust tracking systems. This supports teachers well to gather a wide range of reliable evidence about children's progress. Senior leaders meet with teachers three times per year to review assessment data and track children's progress and attainment across all curricular areas. They track carefully the attainment of children who are impacted by socio-economic factors. Senior leaders and staff identify appropriate strategies, interventions and resources, to support cohorts, groups and individuals. In almost all lessons, support assistants work in strong collaboration with teachers. They implement valuable interventions for children who require support with their learning. Senior leaders, teachers and support staff monitor and review regularly planned interventions in literacy and numeracy. This enables them to meet children's learning needs well. Staff use assessment data effectively to support transitions within the school and across establishments. This helps children to have continuity in their learning.

- All teachers engage in a range of relevant moderation activities throughout the year. For example, they work effectively with stage partners to moderate planning, teaching and assessment and share successfully effective practice. They regularly moderate standards of children's work across Curriculum for Excellence (CfE) levels within school and with their learning community colleagues. This supports teachers to make increasingly accurate and reliable professional judgements about children's attainment in literacy and numeracy. Senior leaders and staff are now well-placed to extend the use of moderation across other curricular areas.
- Across the school there is a strong ethos of collegiate working and a shared responsibility to raise attainment and enrich learners' experiences. Teachers plan responsively to children's interests, providing experiences that encourage children's curiosity and creativity. Children have meaningful opportunities to plan their learning. This is helping children to learn independently and have ownership of their learning. In almost all lessons, teachers make explicit links to the skills children are developing through their learning. Children have regular opportunities to discuss and evaluate their skills. This supports children to set their own personal targets and recognise skills required for the world of work. As planned, staff should continue to embed their 'skills for learning' framework.
- All teachers use a comprehensive online planning tool to plan learning and assessment. They plan very effectively using a range of local authority and school developed curriculum pathways and frameworks. For example, teachers use frameworks to support their planning for children working across second and third levels. These include the relevant CfE experiences and outcomes and useful references to the national Benchmarks. Teachers create a yearly overview working collaboratively with stage partners. This informs their termly and highly detailed weekly plans. Teachers use staged intervention plans to identify and provide targeted support to individuals as part of their daily class work. This ensures that children continue to learn alongside their peers.

2.2 Curriculum: Learning pathways

- All staff implement local authority and school developed learning pathways effectively for all curricular areas. Children develop their knowledge about different beliefs and values progressively through a plan for religious and moral education. Children learn within a range of relevant contexts such learning through sustainability and the United Nations Convention on the Rights of the Child (UNCRC) education.
- Staff recognise the importance of outdoor and play-based approaches to engage children in their learning. Staff have created flexible-learning spaces. This supports well the teaching of science, technology, engineering and mathematics through discovery and creative learning. These opportunities enhance children's learning and support the development of knowledge and skills. Staff should continue to develop outdoor and play-based learning to ensure a more consistent, progressive approach at all stages.
- All children receive two hours of physical education (PE) each week. Teachers make beneficial use of indoor and outdoor spaces to deliver the agreed local authority learning framework for physical education. As staff develop their planning framework for PE they should ensure children develop their skills progressively.
- All children receive their entitlement to experience a 1+2 languages approach. Across all stages children experience a progressive programme of learning in French and Spanish languages and culture. Children have regular opportunities to develop and reinforce their skills through classroom interactions, displays and daily greetings.
- Across the school, children have regular opportunities to read for pleasure. All classes have timetabled visits to the onsite Alloway Library. Through a range of planned activities library staff support children effectively to develop positive reading habits. There has been an increased uptake in the public library membership by children and their families through the promotion of reading.
- All children participate enthusiastically and lead aspects of their annual 'Scottish Fortnight'. This supports children to engage with local partners to celebrate and have a greater awareness of Scottish culture.

2.7 Partnerships: Impact on learners – parental engagement

- Parents value the regular detailed communication they receive about their child's learning, school events and activities. Senior leaders are consulting with parents to streamline the range of communication tools being used.
- Senior leaders gather parents' views on a regular basis including seeking parental feedback on new or refreshed school policies. Senior leaders share information about the school improvement priorities with the Parent Council. This could be developed further to ensure that parents are fully involved in identifying these priorities. The Parent Council work closely with the school and are very supportive of school improvement, events and fundraising. Most parents say they feel informed about the work of the Parent Council.
- Parents appreciate the opportunities to visit the school and work with their children through 'Fab Friday' sessions and parental inputs, such as on reading. Teachers share detailed termly learning overviews across all curriculum areas. Almost all parents report they feel informed about their child's learning and are confident in supporting their child's learning at home. These approaches support parents to help their child with learning at home.

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. At the time of the inspection, there were no identified areas for development.

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

- Relationships across the school community are very positive and respectful. The values of kind, respectful, inclusive and safe are central to the supportive ethos of the school. Almost all children feel safe in school and say staff treat them fairly and with respect.
- All staff have a strong understanding of developing children's wellbeing. They use wellbeing indicators effectively in assemblies and in class. For example, children reflect against the wellbeing indicators regularly and have opportunities to discuss this with their teacher. This is supporting children to be aware of their own wellbeing targets and the importance of wellbeing for their learning. Senior leaders and staff formally track and monitor children's wellbeing. Staff use this information in progress meetings and put in place effective interventions when required. Staff carry out daily emotional check-ins to monitor the ongoing wellbeing of all children. They use this information sensitively to provide very responsive support for children.
- All staff received helpful training on nurture principles and implement them effectively in their classrooms. Learning environments are welcoming, safe and have appropriate breakout spaces for those children who require it. Children regulate their emotions and engage back in their learning successfully by using calm corners. Staff use well-purposed nurture and sensory spaces to provide quiet learning environments for a few children. This results in children being ready to learn, supports them to self-regulate and is contributing to improving attendance.
- Senior leaders and staff work closely to meet children's wellbeing needs using a wide range of universal and targeted interventions. For example, children participate in wellbeing clubs, counselling and mindfulness sessions. Children benefit from 'helper boxes' in all classrooms. These support them to self-regulate and concentrate in class. Senior leaders monitor effectively the wellbeing of children in a variety of ways, including through staged intervention plans. As a next step, senior leaders should monitor all planned wellbeing interventions to measure clearly the positive impact on children.
- Staff work successfully with a wide range of partners to support and promote wellbeing for whole classes, small groups, individual children and families. As a result, a few children are benefiting from support to re-engage in learning, improve attendance and gain confidence. Partners value and appreciate the close-working relationships with the school. They would benefit from more formal opportunities to engage with each other to enhance further the work of the school.
- Almost all children who require additional support make good progress towards their individual targets, with a majority making very good progress. All staff are committed to

ensuring children can access and achieve in their learning. Senior leaders have very effective systems and processes in place to identify, plan and monitor children who require additional support. This results in children receiving appropriate wellbeing and learning support. They discuss and review children's plans on a regular basis. As a next step senior leaders and staff should ensure that all targets are specific, measurable and always include the views of children and families. Senior leaders have worked closely with parents, staff and children to raise awareness of dyslexia. The school achieved an award for dyslexia and an inclusive practice award for this work.

- All staff know children very well and have a very clear understanding of their responsibilities in Getting it right for every child (GIRFEC). Teachers and support staff work very well together to ensure that they meet children's needs in the classroom. All staff share effectively information at important transitions. This ensures that children continue to receive high levels of support as they move through the school. Senior leaders should consider involving support staff, where appropriate, to 'Team and the Family' meetings to further strengthen their understanding of children's needs.
- Staff support care experienced children effectively. Their attendance, achievement and wellbeing is tracked closely. Staff consider all care experienced children for a coordinated support plan. Senior leaders work closely with the local authority Young Carer Coordinator. They consider young carers for a young carer statement and provide effective additional support. Senior leaders have ensured that a comprehensive young carer policy is in place. The Young Carers' Champion works with the children in the school and has helped raise the profile of young carers with parents, staff and children. Children who are young carers present confidently at assemblies. This is helping them to be confident, resilient individuals and effective contributors.
- Staff have a very firm understanding of the UNCRC. Children and staff have achieved a national accreditation award in this area. Staff embed children's rights successfully throughout the curriculum using a shared language of rights. As a result, children are very aware of their rights, global goals and know how to be responsible citizens.
- Staff provide an inclusive ethos that values and celebrates diversity. Almost all staff have engaged in professional learning on trauma, speech and language development and neurodiversity. Staff speak positively on the impact of this professional learning on their ability to meet the needs of children in their class. Children celebrate neurodiversity at whole-school assemblies and in a minority of classes. This is helping almost all children to understand and respect other people. As planned, senior leaders should continue to provide professional learning for all staff on neurodiversity and meeting learners' needs.
- The Religious and Moral Education curriculum provides children with well-planned, progressive opportunities to learn about different beliefs. Children learn about different cultures and festivals within their classes. This supports children well to understand and appreciate equality and inclusion and the world around them.
- Senior leaders work in strong local partnerships. This includes the local church, Active Schools and the local foodbank. Senior leaders and staff work with families to support local and national charities. This develops children's understanding of being a responsible citizen and an effective contributor.

3.2 Raising attainment and achievement

very 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

- At P1, P4 and P7 children's attainment in literacy and numeracy is very good. In session 2023/2024, overall, almost all children attained expected or above national levels for literacy and numeracy. A few children at early level, and a minority of children at first and second level work beyond expected levels in aspects of literacy and numeracy.
- Overall, almost all children who require additional support make good progress towards their individual targets with a majority making very good progress.

Attainment in literacy and English

- Overall, almost all children make very good progress in literacy and English.

Listening and talking

- At early level, almost all children talk confidently to others sharing their thoughts and ideas. They listen carefully to others to learn new things. At first level, almost all children respond appropriately to others by nodding, agreeing or asking questions. At second level, children demonstrate their skills in listening to texts and note-taking to create new texts. Children are highly articulate when explaining their point of view. Teachers could now consider providing children with formal debating experiences to build children's skills further.

Reading

- At early level, almost all children read simple words accurately, using their knowledge of letter sounds and blends. Children would benefit from more experiences to re-tell familiar stories to secure their understanding of sequencing. At first level, almost all children summarise the key events of a story or book accurately. Almost all children read aloud fluently, using punctuation to add appropriate expression. At second level, almost all children answer literal and inferential questions successfully. They recognise the features of non-fiction texts such as index, glossary, heading and sub-heading but would benefit from consolidation of this learning.
- All classes have access to libraries which have a wide range of fiction and non-fiction books available. Staff have developed a whole school library to reflect the interests of children which they use effectively to support children's learning across the curriculum.

Writing

- At early level, almost all children use their knowledge of letter sounds to attempt to spell out familiar words. They are developing well their skills in letter formation when writing within a range of real and imaginative contexts. At first level, almost all children have a secure understanding of writing instructions using an appropriate structure. Children use commas and exclamation marks accurately. They need to remember to use capital letters for proper

nouns. Almost all children at second level, identify clearly alliteration in poetry. They know and apply the techniques of persuasive writing such as emotional appeal or repetition very well. Children at first and second level require further reinforcement of handwriting and presentation to avoid careless punctuation and spelling errors.

Numeracy and mathematics

- Overall, almost all children make very good progress from prior levels of attainment in numeracy and mathematics.

Number, money and measure

- Across the school all children use and apply their numeracy learning through word problem approaches and within real-life contexts.
- At early level, almost all children count forwards and backwards to 30 with increasing confidence. They should continue to explore coins through play to better identify their value. At first level, almost all children have a very firm understanding of place value. They are developing confidence in calculating the total amount of money spent and the amount of change required from £10. They are not yet fully confident at telling the time. At second level, almost all children use a range of written strategies accurately when adding and subtracting whole and decimal numbers to two decimal places. They are less confident when attempting to complete number calculations mentally.

Shape, position and movement

- At early level, almost all children recognise and sort common two-dimensional (2D) shapes and three-dimensional (3D) objects. At first level, almost all children know that a right angle is 90 degrees. They are confident in discussing the properties of common 2D shapes and 3D objects. At second level, almost all children use mathematical language well to name and describe different angles such as acute and obtuse. As a next step, children would benefit from developing further their understanding of the properties of a circle.

Information handling

- At early level, almost all children use different properties such as colour and shape to match and sort items. At first level, almost all children are aware of the variety of ways to display data such as tally charts and bar graphs. They would now benefit from increased opportunities to gather, sort and interpret data. At second level, almost all children know about the different ways to present data such as line graphs and pie charts. They should now use their digital technology skills to handle and display information.

Attainment over time

- Senior leaders track and monitor robustly the attendance of all children using South Ayrshire's Attendance Policy. They feature attendance as a regular agenda item in staff meetings, in family newsletters and in teacher tracking meetings. They support individual families to remove the barriers to non-attendance working strongly with partners. This helps to ensure that no child's progress is limited due to absence. Children's attendance is improving as a result of these approaches and attendance is above local and national averages.
- Senior leaders have a clear strategy to raise attainment focusing on high quality learning and teaching. This sustains children's high standards of attainment for literacy and numeracy over time.
- Senior leaders and teachers use a wide range of increasingly robust assessment data very well to identify and address any attainment gaps. They provide a range of valuable support

to children through targeted and universal interventions. As planned, teachers should continue to build their confidence in working with data. This will support them to further identify children's gaps and support and challenge all children where required.

Overall quality of learners' achievements

- Staff widely recognise and celebrate children's achievements in assemblies, displays or on the school's online platform. Children are rightly proud of their achievements. They achieve a variety of school awards such as house points for living their school values and certificates for their skills projects. For example, adapting games to enable other children to join in. These approaches support children to be confident and responsible citizens.
- All children benefit from having opportunities to access a wide range of extra-curricular lunchtime and after school clubs. These help children to learn new skills in sport, music, digital literacy and builds their social skills well. Older children demonstrate a range of skills and knowledge in roles and responsibilities such as the pupil council, as house captains and buddies. Children participate in whole school awards for sustainability, digital coding and children's rights. Children take great pride in achieving these awards and contributing effectively to their school's success.
- Staff track children's skills and participation across different clubs. This ensures that no child is at risk of missing out. Parents share their child's wider achievements through for example, the school's online platform. Staff encourage children to record their wider achievements in their class achievement tracker. Staff should continue to track the skills children develop through their 'Big Meetings'.
- Children contribute effectively to the local community. For example, P7 organised a 'Bags of Kindness' collection to support local families and the local foodbank. These activities support children very well to realise their actions can make a difference to others.

Equity for all learners

- Senior leaders and staff understand the socio-economic challenges faced by families. They offer families a range of supports such as a clothing rail for school uniforms. Senior leaders also provide personalised support and discreetly signpost families to assistance as required.
- Additional staff, funded through PEF, deliver interventions for targeted children and universal support for all. Senior leaders and staff review a range of data to measure the impact of PEF on gaps in children's learning and attainment. There is clear evidence that PEF is accelerating progress in closing attainment gaps within the school.
- Staff work in close partnership with the Parent Council and wider parent body to reduce the cost of the school day. They have created a helpful 'Poverty Proofing' policy which outlines clearly the actions they will take. This helps to ensure that all families are aware of the different types of assistance available and prevents children from missing out due to financial barriers. The headteacher should continue to raise awareness of the 'Poverty Proofing' policy with all families.

Practice worth sharing more widely

Senior leaders have used quality-assurance and school improvement processes very strategically to develop teachers' skills in delivering high-quality learning and teaching. They created the 'Alloway Expectations' which provides teachers with effective guidance on lesson planning and delivery. Teachers have focused more robustly on evaluating the quality of learning, teaching and assessment. This systematic approach is resulting in increasingly consistent high standards of learning and teaching.

Almost all children learn very purposefully in well-resourced learning environments. Teachers use their knowledge of children well to plan children's learning experiences. They provide children with opportunities for choice and challenge in their learning. Children successfully lead their own learning through class and group activities within relevant contexts such as global goals.

Almost all teachers regularly link learning across curriculum areas and use a range of active learning approaches. In all lessons, teachers share the purpose of learning with children and set measures of success. They create useful written examples of successful work and share these with children. Almost all children enjoy learning at school and work together very successfully in groups, pairs and as individuals.

In almost all lessons, teachers skilfully provide children with learning set at different levels of difficulty. They match learning very well to children's individual needs and interests. Teachers provide worthwhile experiences for children who require additional challenge in their learning. Almost all children engage highly in their learning and are motivated to do their very best. In almost all lessons, teachers plan the pace of lessons well, settling children very quickly to their tasks and classroom activities, maximising purposeful learning time.

As a result of these approaches, children's learning is highly relevant to their needs and interests. This supports children effectively to be independent and responsible learners.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

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| 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.