

# Summarised inspection findings

**St Mary's Primary School**

Inverclyde Council

26 August 2025

## Key contextual information

St Mary's Primary School is a denominational school serving communities in the town of Greenock in Inverclyde. At the time of inspection, 267 children attended the school across 10 classes.

The headteacher has been in post for three years. He is supported by a depute headteacher and an acting depute headteacher.

25% of children reside in Scottish Index of Multiple Deprivation decile 1. Attendance is above the national average and is rising. Over the last five years, there have been zero exclusions.

### 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

- Staff and children share a clear understanding of the school values of happiness, respect, kindness and ambition. This supports very positive relationships across the school. These school values are underpinned by Gospel values and a focus on children's rights. Senior leaders consulted with and involved stakeholders in the recent creation of the vision, values and aims. Children talk enthusiastically about how staff encourage them to demonstrate the values across the school day and describe their own key responsibilities in promoting school values. High standards are set across the school in terms of effort, achievement and behaviour. This sets a positive and constructive climate for the wider school community to engage positively and meaningfully in positive change for learners.
- The headteacher is very highly regarded across the school community and has created a well-understood climate for change. He has clarified the strategic direction of the school, leading change at pace. He also takes care to foster creativity and innovation in approaches to school improvement in a way that best meets the needs of the changing cultural context of the school. His approach to leadership, built on trust, openness and effective communication, is a major strength. Staff, parents and children welcome his focus on improving learning experiences. They appreciate his drive, ably supported by senior leaders, to make learning more enjoyable and challenging. They also appreciate the increasing focus on breadth and relevance in the curriculum.
- Senior leaders ensure that staff are central to supporting continuous improvement across the school. They promote a culture of leadership which motivates staff to take on individual and team responsibility for improving outcomes. Senior leaders support staff well to develop additional knowledge and skills through a helpful collegiate calendar of professional learning. Staff use their learning well to support and care for children. Staff who participate in local authority improvement groups share this learning with their colleagues. This contributes to effective change in the school. Pupil support assistants take on leadership roles across the school community. They support learning and work together to ensure that the newly

developed features and activities in the playground are used well. This supports the playground to be a safe and happy environment for children to play.

- All staff have a very good understanding of the socio-economic context of children and any barriers to learning that they may face. They know children very well as individuals. Senior leaders should continue, as planned, to develop further staff ownership of overviews of data about learners. This will mean that all staff have a holistic picture of all children to support them on their journey through school.
- Children lead important and successful changes across the school through a wide range of leadership roles. This is contributing to a strong sense of their own agency in, and ownership of, their school. Child-led leadership groups update all children regularly through house meetings and assemblies. House captains collect their members' views and share these on a planned regular basis with senior leaders. Children recognise and appreciate that their views are important, valued across the school community and acted upon. Staff facilitate effectively leadership groups for children in P5 to P7 which link directly to priorities within the school improvement plan (SIP). These leadership groups, such as the eco-group and young leaders of learning, have been instrumental in improving outdoor learning spaces. These changes are increasing greatly children's enjoyment of learning, as well as providing new and exciting learning environments. Children are very proud of their key roles in supporting school improvement and are developing valuable citizenship skills. As a next step, senior leaders should consider ways that children in P1 to P4 can enjoy more meaningful participation in leadership across the school.
- Senior leaders agree SIP priorities through consultation with children, parents and staff. They use a wide range of self-evaluation data to inform decision making, such as direct observation and stakeholder views. The current plan sets out appropriate priorities which reflect local and national initiatives. All teaching staff lead on key priorities linked to school improvement. Staff share expertise at both school and local authority level. All teachers undertake an annual professional review where they identify individual plans that reflect well their own needs and those relating to school improvement priorities. A few teachers have undertaken practitioner enquiry to test and try ideas linked to school improvement. For example, improving the range and quality of children's writing through outdoor learning approaches. Senior leaders should continue, as planned, to evaluate the effectiveness of all quality assurance activity to provide even greater rigour to their processes. By doing so, senior leaders and staff will be able to provide further robustness to their evidence gathering and its use in improvement.
- Senior leaders involve the very active parent group well and regularly on school improvement planning. Parents support the school in funding different programmes and developments and regularly seek opportunities to carry out work which will improve outcomes for pupils. Senior leaders consult with parents on the identification of improvement priorities. The Pupil Equity Fund (PEF) has been used to fund successful interventions which are improving the wellbeing of targeted children and their literacy and numeracy levels. These interventions also help increase children's enthusiasm for reading and their readiness to learn.

## 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 together very effectively to create calm, nurturing learning environments. Senior leaders and staff have developed a culture of high expectations and aspirations for all children. Staff place positive and supportive relationships at the heart of their practice. This supports children to be happy and confident learners. Children are highly motivated, engaged and feel safe to make mistakes in their learning. As a result, relationships are very positive.
- Children in all classes are becoming increasingly involved in personalising aspects of learning, such as choosing novels and adopting methods of presenting knowledge and skills. Staff encourage children well to be independent in their learning. Children and their families are supported to understand and develop their learning better through their focus on 'Pupils as Teachers – Parents as Learners'. This is supporting children to take responsibility for their own learning and build further a sense of pride in their achievements as they share, work with and lead their parents and carers through their learning experiences.
- Children's passion for their learning is encouraged by the successful and strong focus across the school on meta skills. Staff are successfully helping children to learn more effectively by giving them the tools to think, reflect and adapt. Almost all children are able to articulate which skills they are learning and describe how they use these. For example, curiosity and collaboration.
- Staff and senior leaders have worked together to identify features of an effective lesson in the whole school learning and teaching policy. As a result, all teachers share the purpose of learning well at the beginning of each lesson, enabling children to know how to be successful in their learning. Teachers should continue to develop their approaches to checking for children's understanding throughout the lesson. This will support children to evaluate their skills, celebrate successes and be clear about their next steps in learning. Teachers in all classes should now extend questioning more consistently beyond recall and understanding to develop further children's higher order thinking skills.
- Most children are challenged appropriately in their learning by staff and learning experiences are well matched to meet their needs. In the most effective examples, staff provide a high level of challenge and learning is structured to ensure children are successful. For example, well-planned differentiated tasks are used to scaffold support for those who need it and to challenge further, the most able learners.
- Children benefit from access to a range of motivating learning environments. These include a technologies room, library and woodwork stations. Teachers use these environments and resources effectively to engage children's independence, curiosity and develop skills in their learning. Children develop their digital skills well in weekly lessons such as online research,

coding and animation. Increasingly, children access games and activities on a range of digital devices to enhance their learning in literacy and numeracy.

- Children in the early stages are motivated and engage well with play-based activities. Staff ensure that play based learning has a strong focus on literacy and numeracy allowing the children to develop further their knowledge and skills in these areas. Staff have developed learning environments and planned spaces well to support play. Teachers should now evolve their approaches to observing children at play and consider the balance of adult-directed and child-led play experiences.
- Staff and children have planned and developed a rich and purposeful outdoor learning environment together. This supports children across the school to have regular, planned opportunities to engage in loose parts and outdoor play activities, for example cooking with the firepit. As planned, staff should continue to develop a progressive pathway to support this at each stage. The use of local environments and contexts is significantly enhancing and enriching children's learning experiences. This is providing children with valuable skills for learning, life and work. For example, using public transport to engage in learning at the local dockyards or walking along the promenade to learn about their local area. This is a major strength of the school.
- Teachers give feedback in a variety of ways and children are given regular opportunities to self and peer assess class work. Staff use this well to support children to understand where they are in their learning and to identify how they can make progress successfully.
- Children benefit from a range of engaging learning experiences as a result of staff having established very strong links with community and business partners. These partnerships enhance the life of the school and children's learning experiences. For example, learning opportunities targeted to those children experiencing barriers in their learning or those who are new to Inverclyde.
- Teachers work well collaboratively to plan high quality learning experiences and engage in ongoing moderation activities to ensure a shared understanding of standards. Teachers use assessment evidence well to support this. Senior leaders have also supported staff well to improve further these moderation processes. This is leading to greater consistency, accuracy in assessment and improved outcomes for learners. Teachers plan for learning across different timescales, alongside their stage partners. This is resulting in increased staff confidence and sharing of effective ideas and practice. Staff make effective use of a variety of progression pathways to plan for learning. Senior leaders have developed writing planning processes which ensure a range of writing types are taught across all classes.
- Senior leaders have developed processes which support staff to monitor and track attainment across literacy and numeracy. Staff use these to understand children's progress including those who are care-experienced, impacted by poverty and are 'New to Scotland' families. Teachers are developing an understanding of the importance of data to plan learning. Alongside senior leaders, teachers are analysing their class data effectively to plan targeted interventions and support for learners. These processes help ensure that children who require additional support make very good progress in their learning.

## 2.2 Curriculum: Learning pathways

- Teachers make effective use of a variety of progression pathways to plan for learning. This is part of the school's curriculum rationale, which staff have recently reviewed and refreshed. As a result, children benefit increasingly from a more diverse, engaging and stimulating range of learning experiences.
- Staff have established strong partnerships with the local parish, which enhances the delivery of religious education within the school. Teachers' progressive planning supports children in reflecting on their values and expressing their thoughts and feelings about making positive life choices, while building on their prior learning. In line with *Laudato Si'*, the school demonstrates a clear commitment to addressing climate change. Children are increasingly engaged and motivated to contribute positively to their school and local community.
- The school community have worked together effectively in considering rights and their importance and this is reflected well in learners' curriculum experiences. This has been recognised by the attainment of an award for the school's work on children's rights, and is supported by the work of the rights group and the equalities group. Children are also increasingly learning more about diversity, equality and challenging unfairness. Staff should continue to develop these experiences further for learners. Children are also developing a greater understanding of changing society and global issues.
- Staff have developed very effectively learning experiences which take account of local contexts. For example, children regularly visit or work with local businesses, charities and other organisations as part of project-based learning. As a result of this, children are developing well their skills for learning, life and work within their local community.
- Children across the school regularly experience outdoor learning. Staff developed successfully the school playground into a creative and engaging learning environment. Children benefit from well-planned experiences in the playground and other outdoor spaces. Children also make positive use of a range of features in the playground at interval and lunch times. For example, a mud kitchen, activity equipment, role play props and loose parts play. Older children support younger children with these activities, which supports confidence and engagement for all children involved.
- All children access their full entitlement of two hours of high-quality physical education each week, delivered through a well-planned blend of indoor and outdoor lessons.
- Children currently learn Spanish. Senior leaders recognise that children do not currently experience their full entitlement to 1+2 modern languages. Senior leaders should ensure they continue with plans to introduce the learning of French from P5 onwards to meet this entitlement.
- Children enjoy choosing books for personal reading from both class and school libraries. Funding from the Parent Partnership has supported the expansion of the fiction and non-fiction collection, including texts that reflect global society and celebrate diversity in all its forms. Children benefit from regular opportunities each week to read for enjoyment, which is successfully supporting a greater enthusiasm for reading.



## 2.7 Partnerships: Impact on learners – parental engagement

- Relationships between school staff and parents are strong and constructive. Parents are enthusiastic supporters of the school. They value the work of staff to support their child's learning and wellbeing. Almost all parents feel comfortable in approaching school staff and would recommend the school to others.
- The headteacher consults parents regularly on school improvement, gathering suggestions and feedback across a wide range of areas. The Parent Partnership includes the roles of a Parent Council and a parent teacher association. The Parent Partnership is active in working with parents and school staff. It is a helpful bridge between senior leaders and parents, especially when communicating information and providing updates on progress of improvement priorities. The Parent Partnership also actively supports the school through fundraising activities. Almost all parents feel they are kept updated with the work of the Parent Partnership.
- Parents appreciate updates on their children's learning through regular newsletters and via social media. Parents report that parents' evening and other opportunities to meet with staff help to give them a greater understanding of what their child is learning. Senior leaders have established a new reporting format for parents. This format is used to share key information on where children are in their learning in core aspects of the curriculum. Parents have welcomed this new approach, which allows them to gain a better understanding of their child's level of learning. A few parents report that they would like more information on how homework can better support their child's learning.

## 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

- Staff, children and members of the wider school community have worked together very effectively to establish a caring environment. There is a welcoming and nurturing atmosphere throughout the school. This atmosphere aligns well with the school's values of happiness, respect, kindness and ambition, all of which reflect the Gospel values. Relationships across the school are very positive. These relationships are crucial to the successful maintenance of the school as a calm, positive and respectful environment. As a result, children share a very strong sense of belonging to their school.
- All staff ensure that the promotion of wellbeing is central to the daily life of the school. This is supported very well by a shared understanding of wellbeing and the wellbeing indicators across the school community. As a result, there is a common language of wellbeing which staff use effectively throughout the school. This supports children well to identify and discuss their wellbeing needs. For example, all children engage regularly in self-evaluation activities, check-ins and other tasks to help them identify strengths and challenges relating to their own wellbeing. Staff use this information responsively to plan and implement effective interventions to support children's wellbeing. For example, to change teaching strategies, help establish friendship groups or provide well-planned activities which provide emotional support. As a result of these consistent and well-planned approaches, staff can evidence an overall improvement in children's wellbeing. Approaches to support and improve children's wellbeing are a major strength of the school. As a next step, senior leaders should consider how to maintain a strategic overview of all children's wellbeing. This should help them further understand and act on trends and patterns in children's wellbeing as they progress through the school.
- Almost all children feel that they have an adult they can talk to if they are upset or worried. This includes support staff and teachers. An increasing number of children in upper stages also help other children to develop a sense of belonging and safety in the school. For example, as P1 buddies, 'playground pals' and 'bookworms'. This reflects well the strong sense of family and community across the school.
- Staff ensure that the school is a nurturing and welcoming environment. As a result, almost all children feel safe in school. Children have benefited from staff's implementation of strategies relating to nurture and trauma-informed practice. Staff's nurturing approach is helping to reduce anxiety in children. Staff help children effectively to regulate their emotions and remain included in class. As a result, there have been no school exclusions in recent years.
- Staff deliver high quality health and wellbeing learning experiences which support children well to learn about emotional resilience, physical activity and online safety. Staff are particularly successful in supporting children to consider and respect the wellbeing and rights of their peers. Children develop a clear understanding of how to be physically active and healthy. For

example, they benefit from a range of different active experiences within the playground setting and organised experiences in the community such as football and cricket.

- Children who join the school in P1 are supported well by a transition programme created with local early learning and childcare centres. Staff work effectively with families to introduce them to life at the school. There is also a well-planned transition to secondary school which includes ongoing contact between secondary teachers and P7 learners. This helps children to relieve possible anxieties and prepare well for secondary school.
- Staff fulfil their statutory duties very well. Teachers are aware of their roles and are proactive in supporting all children. Senior leaders have put detailed plans and comprehensive supports in place for children who require additional support with their learning. Staff use profiles to support children with additional support needs (ASN) which are bespoke, effective and reviewed regularly. These profiles are developed together with parents and children and help to support individualised learning targets. Teachers and support staff review profiles regularly to plan interventions and review the appropriateness of these targets. This well-managed approach supports children with ASN to make very good progression in their learning.
- Staff identify and support children facing barriers to their learning. For example, staff support care experienced children well. This is in alignment with 'The Promise'. Staff adopt a range of effective approaches to support identified children to maintain positive attendance at school and make progress in their learning. Senior leaders should now explore ways to raise all children's understanding of what it means to be a young carer and to identify and support children who may be young carers.
- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. Minor areas for improvement have been agreed with the school and the school meals provider. Aspects of good practice were identified in relation to food and health promotion in the school.
- Almost all children feel that their peers treat them with respect. Members of the school community have worked well together to establish an environment where respect for each other's rights, feelings and wellbeing is embedded in the daily life of the school. Staff's very effective relationships with children and regular check-ins enable them to promptly identify, explore and resolve potential conflicts or incidents of bullying. As a result, all children who report having experienced bullying feel that the school deals well with this. Staff, children and parents have recently worked together to create an anti-bullying charter. Staff should develop this to explore further definitions of bullying and associated actions with the school community.
- Children have developed a strong understanding of equality and diversity. Staff have worked well to support an increasing number of children new to Scotland, including learners with English as an additional language (EAL) to St Mary's Primary School. Staff provide EAL learners with effective and appropriate interventions. These are supporting EAL children to progress positively in their learning and to take a full part in the life of the school. Children across the school are very proud of their increasingly diverse school community. All children benefit from a curriculum which is now increasingly reflective of diversity. For example, through an increased range of texts which reflect different cultures. Staff are supporting children to be more informed and understanding of different cultures within and beyond their school community. As planned, staff should continue with their development of approaches to promote diversity and equality across the range of protected characteristics.

- The school community celebrates very well its increasing diversity and promotes equality and inclusion for all. For example, children in the equalities group plan and lead the very successful Culture Day. Children are proud that learners from six continents attend the school. Culture Day is one of the ways in which all children can celebrate their own culture and share this with their peers. Children are also involved in initiatives such as Pilgrims of Hope. This supports them to understand how faith can connect groups of people across the world. Children learn in religious education about other faiths and people who do not have a faith. These activities support children to feel included, cared for and valued as part of the school community. These activities also increase children's confidence and understanding of diversity.

### 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

- Overall, children's attainment in literacy and numeracy is very good. Almost all children in P1, P4 and P7 achieve the expected levels of attainment or beyond.
- Most children who require additional support with their learning make very good progress from prior levels of attainment or towards their individual targets.

#### Attainment in literacy and English

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

#### Listening and talking

- At early level, most children talk in a variety of contexts and share their ideas and opinions. They respond well to instructions and questions. They communicate well with others during play. At first level, almost all children contribute ideas during class discussions. Almost all children take turns, understand and respond to different types of questions and are able to listen to and build on the ideas of others. They are not yet confident summarising the main points from spoken texts. Almost all children working towards second level are articulate and offer their opinions respectfully. They offer facts and opinions and participate very well in group discussions.

#### Reading

- At early level, almost all children use their letter and sound knowledge to read words and use picture clues to help to read and understand simple text. At first level, almost all children answer confidently a range of questions. They can identify and discuss the main ideas of a text. Almost all children read aloud with confidence, using known strategies to tackle any challenging or unfamiliar words. Children working at second level demonstrate fluency and use expression when reading. They would benefit from further analysing how the writer's use of language influences the reader's understanding and emotional response.

#### Writing

- At early level, most children write short sentences using simple words with growing confidence. A minority of children write several sentences independently. Children are encouraged to write using a range of materials and resources; this is supporting high quality early writing. At first level, children convey information, describe events and combine ideas. Almost all children use punctuation, paragraphs and varied sentence lengths to create short texts. Almost all children working at second level make appropriate choices about layout and use the tools for writing to help create their texts. Across the school, children write regularly across a wide range of genres, and at increasing length.

## **Numeracy and mathematics**

- Overall, almost all children are making very good progress in numeracy and mathematics.

## **Number, money and measure**

- At early level, almost all children know the days of the week and months of the year. They name and discuss the main features of the seasons. Almost all children identify, recognise and order the numbers 0-20. They add and subtract within 10 and use these skills well when working with money. Almost all children skilfully create and continue simple patterns involving objects, shapes and numbers. At first level most children are confident to round whole numbers to the nearest 10 and 100. They are not confident in applying their addition and subtraction strategies to solve problems involving money. At second level, almost all children competently carry out money calculations involving multiplication and division. They identify and discuss equivalent forms of common fractions, decimal fractions and percentages but find applying this understanding to problem-solving situations challenging. Almost all children understand negative numbers and identify familiar contexts in which negative numbers are used.

## **Shape, position and movement**

- At early level, almost all children are confident in creating a range of symmetrical pictures with one line of symmetry. During games, children discuss and demonstrate their knowledge of position and direction, including left, right, forwards and backwards. At first level, almost all children use the correct mathematical language to describe the properties of a range of common three-dimensional objects including face, edge and vertex. At second level, almost all children have a secure understanding of the mathematical language acute, obtuse, straight and reflex to describe and classify a range of angles. They are less confident in using language associated with circles.

## **Information handling**

- Across early and first level children sort items confidently by colour, shape and size. They record information accurately with tallies and discuss pictograms and bar graphs they create. Almost all children extract key information from a variety of data sets including tally tables and bar graphs. At second level, most children discuss the different types of graphs and charts and what they would be most useful for. Across the school, children need to develop their data handling skills further with a particular focus on using technology to gather, display, and analyse data sets.

## **Attainment over time**

- Senior leaders use effective methods of tracking and monitoring the attendance of children. Overall, children's attendance is improving over the last three years and is above the national average. Children are motivated by a positive learning environment and experiences to attend school. Staff are currently improving attendance for identified groups of children through a variety of well-considered whole school and targeted approaches. These include interventions for identified children and increased family engagements, where appropriate.
- Senior leaders track rigorously children's attainment in literacy and numeracy over time. They track individual learners and specific groups, such as children who are care-experienced. Over the past three years, the number of children achieving national expectations in literacy and numeracy has remained consistently high, exceeding local, national and comparator school levels. Termly meetings between senior leaders and class teachers have a clear focus on children's progress and strategies to raise attainment for those not yet on track. Senior leaders monitor targeted interventions closely, using data effectively to demonstrate the positive impact on children's progress. Most children receiving these interventions make very good progress from their prior levels of attainment or maintain their attainment successfully. Senior leaders should now support teachers to expand tracking processes to include all areas of the curriculum.

## **Overall quality of learners' achievements**

- Staff celebrate and value children's achievements both in and out of school through class displays, assemblies, and the use of social media. Children speak confidently about the expanding range of meta-skills they are developing. Children develop these skills through increasingly creative planned experiences. Children also understand well how these important skills support their learning, as well as preparing them for life and work.
- Children across the school benefit from increased confidence and communication skills. For example, almost all children develop these through participation in personal achievement events such as the Inverclyde Music Festival. Staff engage in effective partnership working, which enables almost all children to develop skills and attributes while contributing positively to their local and wider community. Staff ensure that an increasing majority of children are receiving accreditation which recognises their achievements, for example the Pope Francis Faith Award.
- An increasing majority of children take part in a wide range of lunchtime and after-school clubs. Senior leaders monitor effectively the participation of children in wider achievement opportunities. They use this information well to identify those at risk of missing out on meaningful experiences and intervene as appropriate. These actions have led to almost all identified children being involved in wider achievement opportunities. Senior leaders should now ensure that tracking captures the specific skills children are developing through participating in these activities.

## **Equity for all learners**

- Staff know children and their families well, with a strong understanding of their socio-economic contexts and the evolving needs of the school community. Senior leaders provide discreet support and signpost families to relevant services when appropriate. This supports increased engagement in learning and activities for identified children and improves their attainment. Senior leaders use Pupil Equity Funding (PEF) effectively to support children in their learning. Staff funded through PEF provide targeted interventions and resources which support very successfully identified children's progress in literacy, numeracy and health and wellbeing. These interventions have been successful in improving outcomes for children and narrowing the poverty-related attainment gap in literacy and numeracy.



## Practice worth sharing more widely

### Approaches to developing and refreshing the curriculum

Development of the curriculum in St Mary's Primary School continues to be a key priority for staff across the school.

Staff have recently reviewed and refreshed the school's curriculum rationale. There has been a clear aim to maintain high attainment alongside introducing a more diverse and stimulating range of experiences for children. As a result, staff have successfully introduced approaches which continue to be under review and expanded further.

- Making full use of the local community and context. This includes effective partnership working, trips and learning within a local context.
- Outdoor learning.
- Stimulating experiences during class time. For example, learning through woodwork or fire making.
- Stimulating experiences during interval and lunch time. For example, learners leading other learners in role play, reading and physical activities.
- Development of meta-skills.
- Investment in information communication technology to develop further digital learning.

These ongoing changes have been well-planned and have a clear rationale. School leaders have successfully involved children in the planning of elements of the curriculum. They have established a shared understanding of the aims of this approach with staff, parents and the wider community effectively.



## 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.