Summarised inspection findings

Leith Primary School

The City of Edinburgh Council

26 November 2024

Key contextual information

Leith Primary School is a non-denominational school serving the Leith area in the city of Edinburgh. There are 283 children across twelve classes. The senior leadership team consists of a headteacher and a depute headteacher. The headteacher has been in post for seven years and the depute headteacher has been in post for four and a half years. There is currently a vacancy for a principal teacher. Sixty per cent of children live in Scottish Index of Multiple Deprivation (SIMD) data zones one to four and 44% live in deciles five to ten. Across the school, 46% of children have additional support needs and 33% speak English as an additional language. 29% percent of children are in receipt of free school meals. Attendance is 90% which is below the local and national average.

Leith 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	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	

■ Senior leaders and staff have developed highly successfully a positive and inclusive ethos which permeates all aspects of life at Leith Primary School. In recent years, senior leaders have updated their vision, values and aims to reflect the school's current context. During this time, senior leaders carried out discussions and surveys to include fully the voice of all children, staff and parents. All staff work well to ensure the school's vision of 'believe, persevere and achieve' is understood by all children. They have created helpful visuals and hand signals to promote their vision which is supporting children's understanding further. Children articulate clearly the agreed school values of 'kindness, responsibility and perseverance' and talk enthusiastically about how these are encouraged across the school. All staff ensure children have the opportunity to earn awards such as the 'Leither of the week' award to celebrate their demonstration of the school values. As a result, almost all children demonstrate the school values and behave very well.

■ The school's agreed vision, values and aims are underpinned fully by their strong beliefs about children's rights. All children and staff are proud of their significant award that recognises their highly effective work on children's rights. Children describe confidently how their rights and the agreed vision, values and aims are promoted on a daily basis.

■ The headteacher, very ably supported by the depute headteacher, provides highly effective, clear strategic leadership. They have created successfully, positive and trusting relationships within the staff team. The school community think very highly of them and appreciate their kind, insightful and supportive approach. Senior leaders include fully the views of all stakeholders to identify and drive forward improvements.

- All staff are strongly committed to working together collaboratively. Senior leaders ensure they are central to supporting continuous improvement across the school. For example, staff have recently developed effective approaches to support children's enjoyment of reading. As a result, children are enthusiastic about reading and enjoy the new and relevant texts in their updated library. This year, staff have identified the need to improve children's skills in listening and talking, leadership of learning and approaches to supporting an anti-racist culture. Senior leaders work very effectively with staff and children to monitor rigorously the impact of school improvement work. For example, the headteacher holds 'Bingo Ball Blether' discussions with children to gather their views on school improvement plans. Outcomes are displayed on the 'you said we did' board with the rest of the school community. These activities identify clearly the positive outcomes of school improvement work and are used effectively to alter and adapt plans to maximise impact.

- Senior leaders have created a helpful quality assurance framework which identifies effective activities undertaken across the school year to monitor children's experiences and progress. Senior leaders identify clearly strengths and next steps both for teachers individually and for the school as a whole. They should now consider refining timescales for all quality assurance activity to provide even greater rigour to their processes. By doing so, senior leaders and staff will be able to triangulate more effectively all available evidence they gather and provide further robustness to their evidence gathering.

- Staff leadership at all levels is a strength of the school. All staff undertake enthusiastically, a variety of roles to develop areas such as digital literacy, equity and children's rights. In addition, they facilitate highly effectively, children's leadership groups to support these improvements. Children's knowledge and experiences in these areas are improving due to these effective approaches. All teachers undertake professional review opportunities where they identify individual plans that reflect well their own needs and those relating to school improvement priorities. All teachers complete professional enquiries to develop an aspect of school improvement work. Senior leaders ensure teachers have regular opportunities to work with colleagues across their learning community on common improvement areas. This has impacted positively on improvements in reading and writing.

- All staff prioritise and promote effectively pupil voice and participation in the school. Children have opportunities to contribute to school improvement through pupil leadership groups. Almost all children take part in leadership roles during their time in the school. Staff facilitate effectively the creation of detailed action plans to support the work of groups such as the pupil council, health and equalities group. As a result, children contribute proactively to improvement in a variety of areas. Senior leaders provide children with opportunities to explain their work with parents during sharing sessions. These experiences provide valuable updates to parents and help build children's confidence as leaders of improvement. Children lead confidently clubs and activities for their peers to provide achievement opportunities through groups such as the crochet and art clubs. As a result, children are developing well their initiative and skills in communication and teamwork.

- Senior leaders and staff have a very good understanding of the school's social, economic and cultural context. The headteacher has a strategic plan for Pupil Equity Funding (PEF) to target support for individuals and groups of learners affected by barriers to their learning. Senior leaders ensure funding is used effectively to pay for additional key staff to support children's learning and wellbeing needs and opportunities to support wider achievement experiences. Senior leaders should more regularly discuss with parents the use and impact of additional funding plans.

2.3 Learning, teaching and assessment	good

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

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

■ Across the school there is a caring, positive and nurturing environment which reflects well the school's vision and values. All staff have a strong knowledge and understanding of children, their families and the diverse school context. Almost all children behave well across the school. Senior leaders and all staff demonstrate a strong commitment to the United Nations Conventions on the Rights of a Child (UNCRC) and celebrate diversity well in all aspects of school life. As a result, children experience positive relationships and respectful interactions which supports high levels of engagement in most classes.

■ Teachers audit carefully their classroom environment to improve children's experiences. This is beginning to provide greater consistency and a more inclusive learning environment for all children. Most classes use visuals to support communication well, such as daily visual timetables. Senior leaders should now ensure greater consistency in the use of visuals across the school.

■ In most classes. staff use digital technology appropriately to support children's learning. Children use a variety of digital platforms and applications well to enhance, record and share their learning. In the best examples, teachers used digital technology effectively to support increased engagement in learning. Staff should consider ways to use digital technology more effectively to target support for children who require additional support in their learning. This should help to increase their independence as they learn.

■ Teachers across the school are making positive progress in their approaches to planning to meet the needs of most children. For example, children are provided with additional materials to support them as they learn and support staff are used effectively to enable children to access their learning. However, senior leaders should continue to improve approaches to planning further to ensure higher achieving children receive appropriate challenge across all areas of the curriculum.

■ All teachers use questioning well to check children's understanding and to recall key information. In addition, a minority of teachers use questioning effectively to support and extend children's thinking, creativity and curiosity. Senior leaders should now share this effective practice more widely across the school to improve consistency in learning and teaching.

■ All teachers have worked effectively together to create the 'Learning, Teaching and Assessment Toolkit'. This is leading to an increased shared understanding of expectations of high-quality learning and teaching at Leith Primary. All teachers provide clear explanations and instructions to support children to undertake learning activities. Almost all teachers share accurately the purpose of the lesson with children and talk about how they can be

successful. However, teachers now need to review their approaches to identifying and sharing with children more helpful ways to be successful. This will support children to understand better the steps needed to be successful.

- Most children are beginning to learn skills to support them to set their own learning targets. This supports children to more effectively identify their next steps in literacy, numeracy and health and wellbeing. All teachers provide helpful verbal feedback to children. This is helping children to understand common mistakes and know how to improve. Teachers should now ensure they offer greater consistency to providing high quality written feedback to children. In doing so, they should link all feedback to the purpose of the lesson and provide accurate steps to achieving it. This should support children to understand their success in learning and identify clearly their next steps.

- Teachers at early level provide highly effective practice to support children to learn through play. They use their learning spaces creatively to provide stimulating, open-ended learning opportunities which provide a good blend of child-initiated and adult-led experiences. Teachers demonstrate a strong understanding of the role of the adult in play experiences where they use their observations effectively to identify children's progress in learning. All staff use interactions with children well to encourage independence, creativity and curiosity. As a result, almost all children are engaged fully in all aspects of their learning. Senior leaders identify staff from nursery to transition into P1 with the children. This approach helps all children settle well and engage fully in learning as they start primary school.

- Teachers benefit from clear guidance set out in the agreed assessment calendar which provides clear expectations of assessment processes as children progress through the school. Teachers are beginning to use more effectively the outcomes of assessments to support them in making more robust judgements about children's progress and attainment. Class teachers and senior leaders meet regularly for attainment meetings where they discuss outcomes of assessment and review children's progress in attainment. These discussions focus on individual children's progress and identify gaps in children's learning. The support for learning team work well with teachers to plan and review appropriate interventions and supports to address identified gaps for targeted children. This is having a positive impact on increasing progress in learning for these children.

- Teachers have recently engaged in professional learning to support their understanding of achievement of a level in Curriculum for Excellence (CfE). Staff benefit from opportunities to moderate children's work both within the school and across the learning community. Most recently, teachers have focused on reviewing learning and teaching in numeracy and writing. As a result, teachers' professional judgements of children's attainment are more robust. Teachers need to develop their approaches to moderation across other areas of the curriculum. This should strengthen further their professional judgements about how well children attain over time in all curricular areas.

- All teachers use a range of sources to support their planning for children's learning over different time scales. They plan collegiately with colleagues to discuss progression across the different stages of the school. However, there is too much variation in teacher's approaches to recording their plans. Senior leaders and teachers should now identify consistent approaches to recording their planning for learning and assessment. Most teachers provide opportunities for children to be involved in the planning process. For example, teachers use floor books, wall displays and discussions with children to capture their thoughts and shape their planning. Teachers should continue to plan opportunities for children to experience personalisation and choice in their learning.

2.2 Curriculum: Learning pathways

■ All class teachers use local authority planning pathways linked to CfE experiences, outcomes and national Benchmarks to plan children's learning in literacy and numeracy. These pathways support teachers to plan learning and teaching which builds on what children already know and promotes appropriate pace and progression in learning. Staff now need to ensure that they plan using progression pathways for all curricular areas. There is a strong commitment across the curriculum to link learning to children's local context in their community. This includes learning about aspects of local maritime history and sharing their learning with residents of a local care home.

■ Teachers use the CfE four contexts for learning to map out children's learning experiences. This includes learning in curriculum areas and subjects, personal achievement, through the ethos and life of the school and through interdisciplinary learning. This is helping children experience a broad general education.

■ The school's curriculum is based on a commitment to recognise children's rights. Children and staff promote children's rights through a range of approaches. For example, promoting a right of the month, displaying rights on displays of children's work and linking children's rights to positive behaviour approaches. This is helping children to understand their rights, feel empowered and to be active citizens in the school and local community.

■ Children learn French from P1 to 7. Senior leaders recognise the need to develop a more consistent approach to the teaching of Spanish in P5 to 7. This will help ensure children experience their full entitlement to 1 + 2 modern languages.

■ Staff provide opportunities for physical activity through clubs and partnership work. This includes football, netball, dance and fencing. All children receive their full entitlement to two hours high-quality physical education each week. Children learn about other world religions as part of their religious and moral education curriculum.

■ The updated school library provides children with opportunities to develop their reading skills and to develop a love of reading for enjoyment. The provision is supported by volunteer parents who help keep the library relevant for children through identifying appropriate texts that support children's current learning in class. Children can borrow books from the school library and enjoy reading them at home.

■ Staff have reviewed and audited books within classroom libraries to identify those that are outdated. This is helping to provide children with literature that celebrates heritage, diversity and inclusion.

■ Teachers recognise the importance of linking learning to the world of work. This is enhancing the curriculum and providing children with opportunities to develop skills for learning, life, and work. For example, during "World of Work Week" parents from a wide variety of vocations attended the school providing talks and presentations to pupils on how knowledge and skills are developed and applied in the workplace.

2.7 Partnerships: Impact on learners – parental engagement

■ The majority of parents value the regular communication from the school, such as newsletters. Senior leaders regularly survey parents and consider their views as part of ongoing planning and evaluation. School staff work with interpreters to ensure that parents are able to engage with the school to best support their children, including those for whom English is an additional language. For example, school staff have worked with local community resources to set up an Arabic-speaking parent social group.

■ Staff have identified the importance of engaging in person with parents. To support this, "open classrooms" and family learning sessions are well attended and run throughout the year. Most parents appreciate the advice staff give on how to support their child's learning at home. These actions are helping parents to support their children with learning and other routines.

■ Parents are beginning to be involved in supporting changes driven by school improvement priorities. For example, volunteer parents have refreshed the school library to support a more diverse range of representation in library texts.

2.1 Safeguarding

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

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

■ Staff have worked effectively to develop the strong sense of community evident in the school. Children and staff are proud of their important role as "Leithers" within the school and the local community. Staff use their knowledge effectively of the context of the school and families to support children. As a result, children benefit from a positive and caring learning environment.

■ All staff ensure that the promotion of positive wellbeing is an integral part of daily life in the school. This is supported well by staff and children's shared understanding of wellbeing and the wellbeing indicators. The shared language of wellbeing is used effectively in classes and assemblies to support children to identify and discuss their wellbeing needs. This is helping children to identify strategies to develop their wellbeing effectively, such as improving their physical activity. The health and wellbeing curriculum allows children to learn about emotional resilience, mental health and online safety.

■ Senior leaders and staff track regularly learners' wellbeing and use this information well to identify potential concerns and plan effective interventions to support these. For example, children have benefited from the creation of nurture groups and approaches to support their emotional resilience. School leaders should now consider how they can track more effectively children's wellbeing over time and consider how wellbeing relates to children's attainment.

■ Most children feel safe in school and that they have someone to speak to if they feel worried or upset. Children are supported in this by a range of effective initiatives, such as "worry boxes" in classrooms and the identification of at least "one trusted adult" for support. However, these approaches are used inconsistently across the school. Teachers should now ensure that these approaches are promoted and applied more consistently across the school to ensure that all children can benefit from this support.

■ Staff have worked well to ensure the school environment is calm and promotes mutual respect. As a result, most children report that children behave well. The successful introduction of a common emotional framework to support self-regulation has helped teachers to intervene early to support potentially dysregulated learners. Staff adopt a rights-based, restorative approach to promoting positive relations and behaviour, captured well in their relationships policy. These approaches have helped to reduce instances of dysregulated behaviour in children and its effects on their peers. A minority of children feel school staff do not deal well with bullying. Senior leaders should work with children, staff and families to establish a clear, shared understanding of bullying concerns. In doing so, they should aim to ensure that all children feel respected and valued.

■ Staff have an appropriate understanding of their responsibilities and statutory duties relating to wellbeing, equality and inclusion. This understanding supports senior leaders to ensure interventions are in place for children who have additional support needs. Senior leaders

■ Senior leaders identify and support children facing barriers to their learning, such as care experienced children or those affected by poverty. Senior leaders ensure that identified young people receive appropriate interventions. For example, an effective partnership with the Citadel Youth Centre has provided support and advice for parents and carers at home. These interventions are planned and monitored effectively and have resulted in improved outcomes for children such as improved attendance, better engagement and focused pastoral support. Senior leaders should continue to develop ways to more rigorously identify and track the overall impact of additional wellbeing support for specific groups of children.

■ Young carers benefit from well-planned and nurturing interventions in "the Loft" room. Their weekly group is helping them to improve their wellbeing, make friends and receive timeous support from school staff. Young carers themselves are designing resources to share with learners in the wider school to raise awareness about their lives. This is helping other children who may be young carers to better identify this aspect of their lives. As a result, the number of young carers identified within the school and receiving support is increasing.

■ A significant minority of children speak English as an additional language (EAL). Support staff provide EAL learners with effective and appropriate interventions. Staff are also developing closer links with families and working with native speakers of the most commonly spoken languages among the school community. This work is helping to improve outcomes for learners through more effective communication with their families.

■ Children have developed a strong understanding of equality and diversity. This is a central part of the community identity of Leith Primary School. Children with EAL are supported well by staff who work hard to ensure that their cultural backgrounds are recognised and celebrated. Children are proud of their annual whole-school parade through the local Leith Links park with flags representing the cultural backgrounds of learners and their families. Children take opportunities to lead work to promote equality and diversity. For example, members of the equalities committee worked with staff and other adults to refresh the selection of books in the school library to reflect better the different cultural backgrounds of the school community. Staff are developing more opportunities for children to learn about other forms of diversity, such as neurodivergence and the lesbian, gay, bisexual and transgender (LGBT) community. Children in the equalities committee plan "Proud Week", which celebrates different forms of diversity in the school. These rich experiences are helping children to develop a more informed and inclusive view of their community and wider world. Senior leaders correctly recognise that further work should continue around equality and diversity. For example, as planned they should continue with their own professional learning and planning around anti-racist education. It will be important for this work to be carefully managed to support consistency across school staff.

3.2 Raising attainment and achievement	good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Overall, children's attainment in literacy and numeracy is good. In 2023-24, most children achieved nationally expected CfE levels in reading. In listening and talking, most children achieved expected levels in P1 and P4. Almost all children achieved expected CfE levels in listening and talking in P7. In writing and numeracy, most children achieved expected CfE levels in P1 and P7. The majority of children achieved expected CfE levels in writing and numeracy in P4. There is a need to raise attainment at first level in writing and numeracy.

- Most children who receive additional support for their learning, including those who have English as an additional language, make good progress towards their individual targets for learning.

Attainment in literacy and English

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

Listening and talking

- Almost all children who have achieved early level, listen well to their teacher and peers. A few children require support to take turns during activities. The majority of children who have achieved first level contribute relevant information and ideas during group discussions. A few children require support to share views and opinions. Most children working towards second level build on the contributions of others and offer their own viewpoint in discussions. They take notes and ask relevant questions. They would benefit from developing their skills in debating.

Reading

- Most children who have achieved early level blend sounds to create and read simple words. They recognise rhyming words. Most children who have achieved first level identify and find key information in texts. They are beginning to develop their fluency and expression in reading. Most children working towards second level, discuss key features of fiction and non-fiction texts. They should continue to develop their confidence in summarising, predicting, clarifying and questioning in a range of contexts.

Writing

- Most children who have achieved early level use capital letters and full stops to punctuate sentences. They should continue to practice their skills in using known sounds to spell familiar words. The majority of children who have achieved first level begin sentences in a variety of ways to engage the reader. They should continue to increase the range and complexity of vocabulary used in their writing. Most children working towards second level, write across a range of genres. They would benefit from more opportunities to write a greater number of extended pieces. They successfully incorporate descriptive language to engage the reader.

Numeracy and mathematics
- Overall, most children make good progress in numeracy and mathematics.

Number, money and measure
- Most children who have achieved early level identify missing numbers in a sequence within 20. They should continue to develop their skills in adding and subtracting mentally to 10. The majority of children who have achieved first level round whole numbers to the nearest 10 or 100. They tell the time accurately using half past, quarter to and quarter past using analogue clocks. They are not yet confident in their understanding of simple equivalent fractions. Most children who are working towards second level compare costs and determine affordability within a given budget. They accurately calculate time durations of a journey in real-life problem-solving situations. They should develop further their understanding of the relationship between fractions, decimals and percentages.

Shape, position and movement
- Most children who have achieved early level, recognise, describe and sort common three-dimensional objects according to various criteria including straight, round, flat and curved. They are developing their understanding of positional language. The majority of children who have achieved first level know and use compass points to provide directions. They need to consolidate their skills in identifying symmetry in patterns, pictures and two-dimensional shapes. Most children working towards second level, identify and classify a range of angles, including, acute, obtuse and reflex. They show understanding of complementary and supplementary angles to use this knowledge to calculate missing angles.

Information handling
- Most children who have achieved early level, interpret simple charts to support planning, including their visual daily timetable. The majority of children who have achieved first level extract successfully key information from simple bar graphs and tables. Most children who are working towards second level, display data in a range of ways, including using pie charts. Children at first and second level should continue to develop further their information handling skills through using digital technology to support their learning.

Attainment over time
- Senior leaders are vigilant in tracking the attendance of all children. They act promptly where individual children's attendance dips. Staff work closely with parents and partners to address the reasons for absence. Staff follow local authority guidance to improve attendance levels. Over recent years attendance levels have been below local authority averages. Staff have put in place bespoke arrangements for specific individuals and groups of children where attendance levels are low. This is leading to improved attendance.

- Staff track accurately, children's attainment and progress over time in literacy and numeracy. They are not yet tracking progress across other curricular areas. Staff have developed improved tracking processes to monitor children's progress in learning. They use these processes well during termly progress and tracking meetings. This support effectively planning for individuals, groups and cohorts of children. Over recent years attainment has remained positive. Senior leaders recognise that there is a need to raise attainment further, particularly at first level in writing and numeracy. Staff have taken productive measures to address this. For example, staff implemented a range of approaches to develop children's writing skills at first level. These include providing children with high quality texts and supporting them to self-assess, edit and review their written work. There are early signs of improvement, however, this has not yet had a positive impact on overall CfE levels.

- Senior leaders have correctly identified that Leith Primary has a diverse population with families moving in and out of the school community for a wide variety of reasons. The constantly changing school roll impacts the school's attainment over time. Data provided by senior leaders shows that overall, children who remain from P1 to P7 make good progress in their learning and most achieve expected CfE levels.

Overall quality of learners' achievements

- Children participate in a wide range of engaging activities which promote wider achievement. For example, community singing, participating in the Leith Gala, developing local green spaces, engaging in sporting activities and leading tours at the nearby Trinity House Maritime Museum. Senior leaders track carefully all achievements for children both in and out with school. These activities are developing children's understanding of their role in the local community and what it means to be a responsible citizen.

- Staff recognise and celebrate children's achievements both in and out of school through assemblies, newsletters and in social media. Children are proud to receive awards and recognition at Celebration Assemblies. A minority of children record their progress in wider achievements through an external award scheme. These awards are developing children's self-confidence and their understanding of what it means to be an effective contributor.

- Most children across the school have leadership roles within the classroom. For example, through being a buddy or a paired reading mentor. Almost all children contribute successfully during their time at school through meaningful participation in school wide groups and committees. These include the rights respecting champions, the equalities committee, the eco group and the pupil council. Children develop communication, teamwork and leadership skills through these activities.

- Staff track and monitor children's participation in wider achievement experiences appropriately. They identify gaps in children's participation and take action to address these. As planned, staff should link children's achievements both in and out of school to skills development. This will support children to better understand the range of skills they are developing for learning, life and work.

Equity for all learners

- The headteacher and staff have an in-depth understanding of the social, economic background of the school community. They are sensitive to the increasing financial pressure on children and their families. Staff support children and parents' wellbeing with discretion and sensitivity. For example, children and families have access to a pre-loved clothing bank. Staff use funding appropriately to offset the cost of a variety of trips, residential visits and activities to ensure no child is at risk of missing out.

- Senior leaders and teachers monitor closely the progress of individuals and groups of children. This includes those who may require additional support, such as those who are disadvantaged by poverty. They have used PEF to support children's readiness to learn. For example, staff funded by PEF provide helpful advice to families around positive daily routines, attendance and organising parental peer support. As a result of these interventions which promote children's readiness to learn, most children supported by PEF are more engaged in their learning. Senior leaders have invested PEF funding in approaches to enhancing children's learning in literacy and numeracy. This includes targeted teaching and learning of phonics. Senior leaders should now further develop approaches to using data to evidence clearly the impact of interventions on closing identified gaps in children's learning. Senior leaders plan to enhance consultation approaches with parents, pupils and staff on

how best to invest PEF. This should help ensure continued appropriate use of allocated funding.

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.