Summarised inspection findings

St Constantine's Primary School

Glasgow City Council

10 September 2024

Key contextual information

St Constantine's RC Primary School is a denominational school serving the Govan area of Glasgow. There have been significant changes within the leadership and teaching team in recent years. The senior leadership team comprises of a headteacher, acting depute headteacher and a part-time depute headteacher. There are two principal teachers. At the time of inspection, the headteacher had been in post for two weeks. The acting depute headteacher was appointed in December 2023 and part-time depute headteacher has been in post since 2012. There are 287 children across ten classes. 92.8% of children live in Scottish Index of Multiple Deprivation deciles one and two. Just less than half of children are in receipt of free school meals. A third of the school population are registered as having English as an additional language. During recent sessions there have been no formal exclusions. School attendance is 87.7% which is below the local average.

1.3 Leadership of change	weak

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 school has experienced significant changes within the leadership team in the last year. This has impacted negatively on the pace of change and improvement in the school. At the time of inspection, the headteacher had been in post for two weeks. In this short time, she has established quickly very positive, open and trusting relationships with children and staff. The headteacher is fully committed to introducing robust procedures to evaluate all school provision and provide clarity of the direction for improvement. All staff demonstrate genuine enthusiasm to make the changes required to improve all aspects of school life and improve outcomes for all children. Senior leaders should now work with staff to ensure appropriate pace to managing the required changes. There is a need for urgent leadership and guidance in relation to learning, teaching and assessment, attainment and achievement and wellbeing.

- The school values of 'ready, respectful and responsible' are underpinned by the Gospel values and are clearly understood by all children. Children talk proudly of receiving 'Values Awards' at assemblies where the demonstration of the school values are celebrated. Staff have established effectively caring and respectful relationships, where children and their families feel valued and welcomed. Staff demonstrate nurture and encouragement in their daily interactions with children. Staff have developed a useful relationships agreement and friendship policy to support this. As a result, relationships across the school between almost all teachers and children, and between children are very positive.

- A quality assurance calendar identifies the key activities planned to support the monitoring of the quality of experiences for children across the school year. This includes, observing learning, monitoring planning and learning discussions with children. However, evidence gathered from this evaluative work in recent years has not been recorded or shared with staff effectively. Senior leaders must now review their systems and processes to evaluating the quality of learning experiences for children. They should ensure they gather, analyse and share

all information effectively with staff to inform improvements and identify clearly the next steps. This should allow all staff to collectively improve outcomes and experiences for all children and track children's progress in attainment over time more effectively.

- The headteacher has identified swifty the need to involve the whole school community in improving all self-evaluation processes across the school. Self-evaluation activity has had little impact on accelerating progress and improving outcomes for children in recent years. Senior leaders should continue, as planned, to work with children, staff and parents to review and improve their approaches to self-evaluation using national frameworks. Senior leaders and staff should ensure their approaches gather robust information to increase awareness of the school's strengths and identified improvement priorities for all stakeholders. Senior leaders should ensure all staff are involved in taking forward the identified priorities through professional learning and working groups. Almost all staff are enthusiastic to embark on this piece of work to improve children's learning experiences and raise attainment for all. The headteacher should establish clear remits for all senior leaders and staff. This should improve the pace of change.

- A few teachers undertake leadership roles to support aspects of the school's work. For example, a few staff have led improvements in numeracy and outdoor learning. Teachers engage annually in professional review which helps identify areas for personal professional development for the coming year. Senior leaders should now facilitate opportunities for staff to lead professional enquires in areas identified in school improvement planning. Senior leaders should support teachers to regularly monitor and review the impact of this work. Senior leaders must now plan and deliver effective professional learning opportunities for all support staff to ensure they have sufficient knowledge and skills to undertake their role.

- A minority of children from P5 to P7 have opportunities to develop their leadership skills. Roles such as buddies, house captains, pupil council and stewards provide opportunities for children to play an active role in improving the wider life of school. Children's engagement in these leadership opportunities is improving the environment and providing a few opportunities for pupil voice to influence school improvement. Children talk positively about this work and are excited to be involved in future improvements and decision-making. Senior leaders should ensure all children have leadership opportunities where they can influence change and improvement.

- Senior leaders have initiated support for staff to understand further the socio-economic and cultural context of their school community. Staff are at the early stages of using data more effectively to inform change and improvement. Senior leaders should continue to develop this understanding further to ensure all staff are fully aware of the range of challenges faced by the children, their families, and the community.

- In recent years, school leaders have allocated the majority of Pupil Equity Funding (PEF) to enhance staffing across the school. There is limited evidence of the impact this is having on improving outcomes for children or to addressing the poverty related attainment gap. Some PEF has been allocated to provide children with greater opportunities for wider achievement, such as trips out with school or attending the primary seven residential experience. Senior leaders should now ensure that PEF is used more effectively to improve the attainment and achievement of children affected by financial challenges. In addition, they should regularly monitor the effectiveness of plans and interventions to improve children's outcomes. Going forward, the headteacher should consult and include all staff and parents in deciding how this additional funding is spent.

2.3 Learning, teaching and assessment	satisfactory

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

■ The school has a warm and welcoming ethos and almost all children are polite and friendly. They are supportive of one another in their learning activities and are proud of their school. Staff regularly reflect on the values of 'ready, responsible and respectful' which supports children well to have a shared understanding of expectations. All children have contributed to developing class charters which outline agreed expectations of behaviour in classrooms.

■ Almost all children's behaviour is positive in classes. Most staff use the learning community values of 'we care, love and teach' and the Gospel values effectively to sustain these positive relationships. Almost all staff have developed positive, nurturing and trusting relationships with almost all children. As a result, children feel secure within classrooms.

■ Most children engage well in lessons and work well both independently and in pairs. In the majority of lessons, most children respond well to encouragement from staff to remain on task. A few children become disengaged when lessons involve too much teacher talk. Across the school, teachers should ensure scope for children to lead aspects of their learning, such as providing greater opportunities for personalisation and choice. In addition, children should be supported to reflect on and talk about their progress as learners.

■ In almost all lessons, teachers share the purpose of the learning with children and share how to be successful. A few teachers co-create steps to success effectively with children. In most lessons, teachers use questioning well to check children's understanding. Staff should work together to develop further the use of questioning to extend children's thinking and to provide additional challenge. The majority of lessons are whole class based and too teacher led. Teachers should plan tasks and activities which are suitably differentiated and challenging to improve the pace of learning and meets the needs of all children. All teachers provide verbal feedback to children during lessons. Teachers must now work collaboratively to develop further their approaches to feedback to support children to understand their next steps in learning.

■ All staff must now work together to establish agreed approaches that deliver greater consistency in learning and teaching. This should include the development of a shared understanding of standards across the school. Teachers engaged enthusiastically with professional learning delivered by the Glasgow Pedagogy Team. This is increasing the consistency of approach for the teaching of reading. Senior leaders have recently initiated work with teachers to review evidence of learning against national Benchmarks. Senior leaders should provide rich opportunities for teachers to moderate more often with colleagues within the school and across the learning community. Moderation activity should focus on improving approaches to planning learning, delivering teaching and assessment of children's progress in literacy and numeracy.

■ In almost all classes, teachers use digital technology effectively to support their teaching input. For example, they use commercially produced visuals to teach new concepts and to present and display information related to lessons. They use visual prompts to support concepts being taught and to present and display information. In the majority of classes, children are developing well their skills using technology as they learn to code, create digital art and music.

■ Staff at the early level have engaged enthusiastically with national guidance to offer children opportunities to learn through play-based approaches. They should continue to work together across early level as they take this forward. In particular, they should reflect on enhancing further the learning environment and understanding of the role the adult plays as they interact with children during play. This should improve further the quality of experiences for younger children to develop and apply their learning in different play contexts.

■ Teachers provide regular opportunities for outdoor learning across almost all classes, making appropriate use of the school grounds and the local area. Staff plan experiences which are relevant to class learning. For example, children access Elder Park where they learn the skills required to look after the rose garden. Children are positive about their outdoor experiences and discuss confidently the benefits of learning in different environments. They are proud of their national gardening award. Teachers should reflect on the positive impact of this approach as they review their approaches to delivering learning in different contexts.

■ A whole school assessment calendar is in place which outlines some assessment activity across the year for each class. Teachers use national assessments and a few summative and formative assessment however, these are not utilised consistently across classes. Overall, teachers use of assessment is too variable. It is not clear how information gathered from assessment has been analysed and used to inform next steps in learning for children. The headteacher has correctly identified the need to review approaches to assessment. This review should ensure improvements are made to the timeous gathering, recording and analysis of all assessment information about children's learning and progress. Staff should use assessment information more robustly to ensure all children make progress at an appropriate pace.

■ Teachers plan learning across different timescales both long and short-term. They use a range of learning pathways to plan across different subjects as well as for interdisciplinary learning. As identified by the headteacher, work should be done to ensure that there is a consistent approach to planning across the school. Teachers should ensure they provide greater detail around planning for individuals and groups of learners, including those with additional support needs. Staff providing additional support to children within the classroom should be involved in this planning. Senior leaders should provide staff with accurate information to support them to understand children's individual needs. In addition, all staff should be provided with appropriate professional learning around effective strategies to support all children with additional needs effectively. Teachers should ensure that all plans are evaluated effectively to inform next steps.

■ Staff engage in discussions with senior leaders three times a year to review plans and track children's progress. However, teachers require further support to make more accurate professional judgements on children's attainment. These judgements should be based on assessment information, moderation and reflection using the national Benchmarks. Teachers should use key information to plan appropriate interventions more effectively for children. The headteacher has accurately identified the need to review approaches to tracking and monitoring pupil progress. They should continue, as planned, to create more robust systems

and processes to support this. Improved systems should ensure greater understanding of how groups and cohorts of children are progressing.

2.2 Curriculum: Learning pathways

■ All teachers refer to a suite of progressive learning pathways to support their planning for children's learning in all curricular areas. Staff are beginning to use these to make links across the curriculum. Staff should now engage in moderation activities to ensure greater consistency of approach for planning, learning and teaching and assessment.

■ Children talk confidently about the diversity within their school and how this has a positive impact on the school ethos. Senior leaders should now ensure there is a more planned approach to the teaching of equality and diversity as part of their learning pathways.

■ Children benefit from access to their library providing them with opportunities to explore a variety of texts and opportunities to develop a love of reading. Children have access to texts in a variety of languages. Children regularly borrow books from the school library and have access to other texts held in the classrooms. Staff should continue to explore ways to develop the school library to promote further children's interest in reading across the school. Staff should consider ways for children to become involved in leading developments of reading and the use of the library going forward. This will strengthen further their involvement in school improvement.

■ Staff have developed outdoor learning well, with all children undertaking outdoor learning experiences regularly. Staff have established strong partnerships with partner agencies and organisations to support this work. Teachers are supported to develop their own skills in this area during the school year. For example, teachers work collaboratively with colleagues who have additional skills in outdoor learning during planning sessions to identify and plan opportunities for this. Teachers should continue this developing practice to embed their skills further.

■ All children learn French appropriately based on their age and stage. Older children receive Gaelic learning in blocks of teaching.

■ All children receive two hours of physical education (PE) weekly. Staff have developed strong links with the Glasgow physical education, physical activity and sport team to provide opportunities for children and to develop their skills. Senior leaders use some PEF funds well to provide opportunities for children to experience a variety of lunch time and after school clubs. Teachers should continue to engage in professional learning to ensure children experience high quality learning in PE.

■ Teachers plan effectively to support children as they move into school from early years or onto secondary school. Enhanced transition activities take place to support identified children and their families. Senior leaders must ensure all relevant information relating to children requiring enhanced processes is gathered and shared effectively. This will ensure that all key information is shared about individual children. All staff work together well at other transition points where they share information from teacher to teacher.

2.7 Partnerships: Impact on learners – parental engagement

■ Most parents feel comfortable approaching the school if they have questions or concerns. They talk very positively about the care and support the staff team provide for children and their families. Teachers issue termly curriculum maps to share ideas with parents about how to support children's learning at home. Teachers now need to ensure these maps provide families with helpful and age-appropriate suggestions for this.

■ Senior leaders communicate with parents through newsletters and consultations. Parents are not clear on what happens as a result of their feedback and would appreciate a focus on improved communication with families. Overall, parents are very positive about the new leadership team and keen to be involved in improving the school. The Parent Council have recently reformed and have a focus on working with the school to fundraise. Senior leaders should capitalise on the Parent Council's enthusiasm for supporting the work of the school to identify clear roles and contributions they can make to school improvement.

2.1 Safeguarding

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

3.1 Ensuring wellbeing, equality and inclusion	unsatisfactory

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

- Almost all children benefit from learning in a warm and inclusive ethos. Staff provide a nurturing environment supported well by the school values of 'ready, respectful, responsible.' The school values are embedded in daily classroom interactions and are understood clearly by almost all children. Staff demonstrate positive relationships and interactions with children, creating a supportive culture. As a result, most children feel that the school helps them to understand the importance of respecting others. They can confidently talk about having an adult that they can speak to if they are upset or worried about something. Almost all children are polite and well-mannered.

- Children are beginning to develop their understanding of wellbeing through the indicators and what each one means for them. Children talk confidently about the importance of diet, exercise, sleep and mental health in supporting their wellbeing. Children understand well what it means to be active, healthy, and safe and the difference this will make to their lives. Staff should continue to embed the language and relevance of all wellbeing indicators to help children realise the importance of them in their daily lives. Senior leaders should now review the health and wellbeing curriculum to ensure it is progressive and bespoke to the context of the school.

- Most children feel that staff help them to develop a healthy lifestyle. Most children share they have opportunities to participate in activities beyond the school day through access to a variety of sporting activities. Children are afforded opportunities to develop skills in sport and improve their fitness through activities such as football, dance, rugby and badminton. Staff should now support children to identify and reflect on improvements to their health over time.

- Most children behave well in the playground although a few children find these unstructured times more challenging. Senior leaders should ensure that all children are supported effectively to understand the expectations of behaviour towards all staff. In addition, senior leaders must provide appropriate training for all staff to develop a consistency of approach in managing challenging behaviour.

- Senior leaders and staff are at the early stages of using the Glasgow Motivation and Wellbeing Profile effectively to assess children's emotional literacy. Senior leaders and staff should now analyse and evaluate this data more robustly to identify individual children's needs and areas for whole school development. Senior leaders should ensure that the impact of all interventions is tracked and monitored to ensure it leads to improvement in outcomes for all children.

- There are major weaknesses relating to the leadership of additional support needs provision and practice which requires urgent action. Current practices have resulted in statutory duties not being fully adhered to in relation to planning for children with barriers to their wellbeing and learning. Senior leaders must work immediately with the local authority to carry out the necessary improvements to processes and systems to effectively support all children with

additional support needs. Senior leaders should create an overview of all children's needs and plan for review meetings timeously. Senior leaders should ensure that progress for children with additional support needs is carefully planned for, monitored and tracked effectively. Individual children's needs should be captured, targeted, supported, recorded and evaluated robustly over time. All child's plans should contain appropriately specific, measurable, achievable and relevant targets to ensure children receive the right level of support. Senior leaders need to ensure that all parents and children are fully involved in setting and evaluating targets. Senior leaders and staff should evaluate all targets at planning meetings to identify clear next steps for individual children. Senior leaders must ensure that all processes result in improved outcomes for children. They should improve their use of chronologies by recording all significant events rigorously and their impact on children. In addition, all documentation relating to individuals, including chronologies, should be accurate, updated regularly and stored effectively.

- All staff supporting children with additional support needs should prioritise planning to meet the needs of individual children and agree appropriate strategies to support them. This should support children with additional support needs to be included and engaged in their learning in classes. Senior leaders need to ensure that all staff have the correct knowledge and skills to support them to meet all children's needs. Senior leaders should ensure all staff are clear on their roles and responsibilities.

- 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. Several areas for improvement have been agreed with the school and the school meals provider.

- Senior leaders have correctly identified the need to update their relationships and anti-bullying policies. Current policies do not fully encompass a rights-based approach to promoting positive relationships. Senior leaders should work with teachers to consider how children's rights could be more explicitly linked to daily classroom and school activities. Staff should now plan how best to raise children's awareness of the protected characteristics to inform further their understanding of equality and discrimination. A minority of children feel the school does not deal well with bullying. Senior leaders and all staff should review their arrangements for recording, monitoring and responding to incidents of alleged bullying to ensure they align with national guidance. This will help to ensure all chidren feel respected and included.

- The majority of teachers develop children's understanding of equality and diversity well through religious and moral education, health and wellbeing, specific focus weeks and through assemblies. For example, learning for sustainability supports children to debate and reflect on issues relating to international economic inequalities. Most children understand well the diversity of their community. Teachers in senior classes read relevant texts to children to ensure they have opportunities to explore issues of tolerance and respect. As a result, the majority of older children can articulate well why it is important to treat everyone equally and are committed to the belief that everyone should be included.

3.2 Raising attainment and achievement	weak

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

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

Attainment in literacy and numeracy
- Overall, attainment in literacy and numeracy is satisfactory. In session 2022-23, the school's data reports that most children in P1, P4 and P7 achieved nationally expected levels of attainment in numeracy, reading and listening and talking. The majority of children achieved expected levels in writing. Currently, school data is not reliable or robust. Inspectors are not yet confident in the validity of historical data therefore, there is limited evidence to demonstrate the progress children have made from prior levels of attainment.

- For children who require support with their learning, there are no plans in place identifying the strategies and interventions to support them. Senior leaders are not able to evidence the planning for, use of and impact PEF has had on supporting the most vulnerable children. As a result, there are important weaknesses in this aspect of the school's work.

- Since session 2019-20, attendance had been below the national average and reduced year on year until last session. The headteacher has reviewed attendance records and noted inaccuracies in the recording of attendance for a small number of children. As a result, senior leaders have identified the need to urgently improve approaches to improving attendance and late coming. As a matter of urgency, senior leaders need to ensure all staff accurately record attendance and late coming. Senior leaders should seek guidance and advice from local authority managers to ensure the attendance of all targeted children improves. Senior leaders must now establish effective systems to provide daily assurance of the safety for every child. A very few number of children have missed a significant amount of school for a prolonged period of time due to absence. Senior leaders must adhere fully to local and national guidance relating to children who experience long-term absence or those who are on alternative timetables. Senior leaders make phone calls to a minority of children when they are not in school. However, currently there are no formal plans in place for children who require support to improve attendance and late coming. Actions taken to improve attendance and late coming have not been logged and tracked therefore, senior leaders cannot evidence strategies or approaches that have impacted positively on attendance overall. Senior leaders are beginning to track attendance monthly. Increased attendance will support improved outcomes and enable all children to feel a greater sense of belonging and inclusion in school.

Attainment in literacy and English
- Overall, attainment in literacy and English is satisfactory. At early level, attainment in writing is weak. Most children at early level have made limited progress and are not able to demonstrate their ability to write to convey their ideas, experiences or information. Between first and second levels, the majority of children have made appropriate progress towards expected levels. However, there is a minority of children who are not working within national expectations.

Listening and talking

■ At early level, most children make an attempt to take turns in a group and listen and respond to the adult appropriately. They are less able to make predictions about these texts. At first level, most children share their thoughts and opinions in a small group. They are not able to identify the skills required to present talks successfully such as eye contact. At second level, the majority of children talk about their favourite genre and explain their reasons for this choice. They summarise well the key themes within a text but do not relate these themes to real-life experiences.

Reading

■ At early level, the majority of children recognise a few common words and use their knowledge of sounds to read simple words. They require adult support to apply known sounds to simple blends when reading aloud. At first level, most children explain which strategies help them to understand new texts such as, skimming and scanning and visualising. Most children at first level are not able to identify their favourite texts or authors and provide reasons for their choice. At second level, the majority of children have a strong understanding of the writer's style and the techniques they use to engage the reader. Most children need to use a wider range of punctuation when reading aloud to engage their audience.

Writing

■ At early level, most children are making insufficient progress from prior levels of attainment. Currently, children are not able to apply their knowledge of sounds, blends and basic punctuation to write independently. At first level, the majority of children use simple punctuation and spelling strategies to write texts across a range of genres. At second level, the majority of children write well-structured texts using key features such as headings. Across both first and second levels, children now need to use notes and writing plans to organise their writing appropriate to the audience. They need to write across a wider range of contexts, more regularly and at increasing length.

Numeracy and mathematics

■ Overall, attainment in numeracy and mathematics is satisfactory. At all levels, children have gaps in their learning.

Number, money and measure

■ At early level, the majority of children recognise, count and order numbers to 20. They add and subtract numbers within 10 by counting forwards and backwards using a number line. Most children working at first level identify the value of each digit in a whole number and round numbers to the nearest 10 accurately. Most children working at second level perform a range of calculations using whole numbers and decimal fractions to two decimal places. They demonstrate a knowledge of the links between common fractions, decimal fractions and percentages. Across all levels, children require regular practice of mental maths strategies to solve problems.

Shape, position and movement

■ The majority of children at early level identify, sort and name simple shapes well. At first level, most children identify a range of shapes and use appropriate language to describe their properties. Children at first level should have opportunities to learn and use directions and angles to follow and plan routes. Most children at second level recognise two-dimensional shapes and three-dimensional objects and identify their properties. Across all levels children require more opportunities to identify and illustrate lines of symmetry within shapes and objects.

Information handling

■ The majority of children at early level have experience of collecting and presenting information on a chart. For example, to show eye colours of children. Most children at first and second levels collect, organise and display information using tally marks and bar graphs. At second level, children now need to gather and display more complex data, presenting this data in a wider range of ways.

Attainment over time

■ Senior leaders have identified the need to take urgent steps to review how progress and attainment is assessed, tracked and evaluated. The headteacher has developed a helpful approach to gathering and analysing children's progress more rigorously. Staff gather valuable assessment data over time but have not analysed this information effectively to identify next steps. Senior leaders now need to track more rigorously the progress of different cohorts and groups of learners over time. This will ensure a greater understanding of gaps in attainment and allow them to measure the progress towards closing these gaps.

Overall quality of learners' achievements

■ Staff recognise and celebrate children's school achievements regularly through assemblies, awards and through school displays. Children increase their confidence and presentation skills when sharing achievements at assemblies and presenting at Mass. A minority of children take on leadership roles as part of school committees. They develop skills in teamwork and communication through these opportunities.

■ Senior leaders are beginning to track children's achievements and leadership opportunities. This helps staff plan clubs and activities to ensure no child misses out. Senior leaders should consider using local authority tracking tools to gather a more robust overview of children's achievements. This will support them to evidence the skills children develop as a result of clubs and leadership opportunities.

Equity for all learners

■ There are major weaknesses in this aspect of the school's work. A majority of children affected by barriers to learning are not making sufficient progress in their levels of attainment. Currently, senior leaders have limited data and plans to evidence the progress different groups and cohorts make as a result of additional funding. As a result, it is unclear how PEF has improved outcomes for children affected by poverty or who have barriers to their learning.

■ A small number of children receive regular, quality targeted support for their wellbeing and emotional needs. Children who receive nurture support, learn effective strategies to manage their emotions and transitions throughout the day. A few children for whom English is an additional language (EAL) receive targeted support. This helps them to accelerate their confidence and progress in English language acquisition. Senior leaders now need to apply the effective approaches used in nurture and EAL support to plan for future targeted interventions. This should support them to develop a strong evidence base to measure improvement.

■ Staff welcome new families to the school with a uniform bundle. In addition, they have set up a pre-loved uniform swap to support sustainability and reduce the cost of living to families. Staff provide additional resources to enable all children to take part in events. For example, they source suits for the annual P7 prom, communion dresses, clothing for outdoor learning and blazers for moving onto high school. Staff have developed positive partnerships with local charities which provide valuable support for children and families.

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.