

Summarised inspection findings

St Clare's Primary School

Glasgow City Council

3 June 2025

Key contextual information

St Clare's Primary School is a denominational school situated in the Drumchapel area of Glasgow. At the time of inspection, the school roll was 274 pupils organised across 11 classes. The headteacher has been in post for nine years. She is supported by an acting deputy headteacher, two principal teachers (PTs), and an acting PT. One of the PTs is partly funded through the use of the Pupil Equity Funding (PEF). Almost all children live within Scottish Index of Multiple Deprivation (SIMD) deciles 1 and 2 and 93% of P1 - P7 pupils are registered for free school meals. Twenty-four per cent of children on the school roll have an additional support need and 12% of pupils have English as an additional language (EAL). Attendance is below the national average.

1.3 Leadership of change

good

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

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

- The vision and values of St Clare's Primary School are guided by the Charter for Catholic Schools in Scotland. The school's vision is 'Believe and you will Achieve'. The school's Gospel values of love, learning, friendship, faith and respect are displayed in shared areas across the school. Children receive certificates at weekly assemblies linked to the school values. Children celebrate the values through their school show. These approaches help children to understand better what they mean in practice. Staff place the school values at the heart of their 'Promoting Positive Relationships Policy' and curriculum rationale. Staff's focus on using the values as part of children's everyday school experiences is supported well by the school motto and song. Together these approaches help consolidate children's understanding of the school values and how to apply them to learning, life and work.
- The headteacher and senior leaders have worked effectively to develop a culture within the school where raising attainment is a key driver for improvement. Consequently, almost all teaching staff have a clear understanding of the school's strategies for raising attainment. The headteacher is supported well by an acting deputy headteacher. Together they have established regular opportunities for staff to learn and share practice with colleagues. This is helping teachers provide learning opportunities to better meet the needs of most children. As a result, most children feel that their work in school is at the right level of difficulty.
- Senior leaders and staff use a helpful quality assurance calendar and work collaboratively to monitor the quality of the work of the school. For example, senior leaders and staff engage in learning conversations and assemblies with children to gather their views on learning. Teachers visit other classrooms to provide feedback to colleagues on the quality of teaching. Staff use well the information from these activities to identify clearly the impact of school improvement work and to adapt plans to maximise impact. Senior leaders should now strengthen these activities by linking them directly to the quality indicators and features of highly effective practice in 'How good is our school? 4th edition (HGIOS4)'. In addition, they should implement quality assurance activities with greater rigour, for example, enhancing how

children's work in writing is reviewed. This will help promote further effective self-evaluation to achieve greater self-improvement.

- Staff identify and agree school improvement plan (SIP) priorities through using a range of self-evaluation data to inform decision making. For example, they use information from attainment meetings where they use the fact, story, action approach to evaluate how much and how well children are learning. The current SIP sets out appropriate priorities which reflect local and national initiatives. These include refreshing the fact, story, action approach to reviewing children's progress and using Glasgow's digital planning tool to plan children's learning. There is a need to have clearer outcome statements within the SIP, where progress towards achieving success can be measured accurately. This should provide staff with clearer information about the impact of interventions on outcomes for children.
- Staff across the school are highly committed to continuous professional development to improve outcomes for children. All teachers lead aspects of professional learning well through teacher learning communities. This collaborative professional development promotes reflection on research and strong teamwork. As a result, staff are consistently seeking opportunities for change and improvement. This is impacting positively on children's learning experiences. Professional learning opportunities are matched appropriately to school improvement to better meet the needs of children. For example, all teachers participated in training to develop the use of effective questions. This has resulted in increased levels of engagement for most children during lessons. Support for learning staff have engaged in professional learning from the Glasgow Dyslexia Support Service. This is helping staff better understand how to support language learning. Consequently, support staff skilfully support children across the school to access their learning.
- The headteacher recognises the importance of seeking the views of all stakeholders, including parents, children and teachers to inform decision making. These approaches include the use of parent surveys. However, a minority of parents do not feel that their views are taken into consideration when changes are made within the school. As planned, the headteacher now needs to introduce a range of focus groups that specifically seek the views of parents and wider stakeholders. This will provide helpful feedback to the headteacher to inform future decision making. In addition, it should help parents and wider stakeholders have an authentic voice within the school, promote positive working relationships and ensure stakeholders feel valued. The headteacher should share more explicitly with the whole school community how their voice has informed decision making. This will help make changes, successes and improvements more explicit to children, parents and partners.
- Children across the school engage well in a daily leadership programme. They discuss and explore seven qualities required to be an effective leader. These include having a clear focus on what they aim to achieve. Children consider how they can apply these qualities to their learning, life and work. For example, children in 'class councils', have been responsible for identifying and ordering a range of resources for the school. This includes playground equipment and class furniture. This is helping children understand better that they have unique gifts and talents that can be used to influence positive change.
- Staff have a clear understanding of the social, economic and cultural context of the school community. Staff use this information effectively to ensure they are well informed about challenges that may impact on individual children's learning or wellbeing. Senior leaders discuss with parents, children and staff to determine the focus of PEF. Senior leaders should review plans to ensure that PEF is having maximum impact on addressing any poverty related attainment gaps in children's learning.

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

- The school's core values of love, learning, friendship, faith and respect supports children's learning well across the school. These values are reflected in the school's Catholic ethos, where children experience caring, positive, respectful and nurturing experiences. Children are friendly and courteous as they welcome visitors. They value their teachers and know that teachers and support staff care about them. Children learn through class councils about their rights. For example, children learned recently about the right to play and were involved in choosing playground equipment. All staff know the children very well and have a clear understanding of the school and the local community context. As a result, there are warm and positive relationships between children and staff. Teachers are responsive to the pastoral and learning needs of all children. Teaching and support staff take part in skilful supportive conversations with a few children across the school. This helps learners to regulate their behaviour and make positive choices. Staff use a range of learning environments effectively such as the forest den, sensory room and learning zone. These provide nurturing and safe spaces for children to engage with learning.
- Across the school the quality of learning and teaching is positive. Staff commitment to professional learning and collegiate working is improving the quality of learning and teaching. Teachers work together to develop good practice in teaching and learning. For example, they help children to reflect on their learning and how they can become more effective learners. In almost all classes teachers ensure that the purpose of learning is clear and identify how children will be successful in their learning. Most teachers give clear instructions and explanations about learning, tasks and activities. As a result, in classes, most children are attentive and well-motivated in their learning experiences. Teachers use questioning appropriately in most lessons to check for understanding. As planned staff should continue to develop approaches to the use of effective questioning. This should help children develop further their thinking skills and extend their learning.
- In most lessons, staff provide helpful feedback on children's learning. This includes written feedback in jotters and verbal feedback during lessons. Children are beginning to review and evaluate their own progress against set criteria in writing. This is helping children understand better what they have learned and how to improve. Staff should develop this approach further across the curriculum to ensure that all children understand and are clear on their next steps in learning.
- Most children are enthusiastic about their learning. They work well within whole class lessons or when working co-operatively. In a majority of lessons, children are provided with effective opportunities to lead their own learning. In a few lessons, tasks are not challenging enough for children. Teachers should continue to develop opportunities for children to lead their own learning and ensure tasks are set at the right level of difficulty for all learners. This will help

increase children's motivation, extend their learning and develop them as independent learners.

- Children across the school engage well in a range of outdoor learning activities in the local environment and woodland area. These experiences provide opportunities for children to know their locality well, to be safe in the outdoors and to develop life skills. Senior leaders have rightly identified that planning for outdoor learning now needs to be more progressive. This should help ensure that children build on prior learning and develop and apply their knowledge and skills successfully in real life contexts.
- Staff are successfully developing their understanding of play pedagogy. The local authority has provided effective professional learning and support to staff to enhance children's learning through play. This has helped staff to plan well, contexts for play, that incorporate children's interests and views. Children enjoy and make choices in their play. Staff should now build on their successes to explore how play could be integrated further within the classroom setting. This should help ensure that children have effective opportunities to apply and extend their learning through purposeful play activities.
- Almost all teachers use interactive technology effectively to display learning and engage learners. In most lessons, children use tablet devices to enhance their learning. For example, children created digital presentations on natural disasters as part of themed learning and use digital applications successfully to plan writing. Children access games in numeracy to consolidate learning and programme digital toys such as electronic robots. This helps develop their understanding of problem solving and coding skills. Children are proud to share their learning through their online learning logs. During lessons, children successfully use a range of online platforms to access and support their learning. Staff should continue to develop their digital skills and use of innovative approaches in digital technology to enhance children's learning across the curriculum. This should help to increase children's digital skills and engagement in learning.
- Staff plan learning collaboratively with stage partners and across levels. They plan over a range of timescales. Staff have recently introduced a local authority digital planning tool. Teachers value the opportunity to plan using this digital format to map out the experiences and outcomes of Curriculum for Excellence (CfE). As a result, they are now more able to review children's progress as they move through CfE levels. Staff have participated in professional learning in planning for high-quality assessment and are beginning to use this approach effectively to assess children's learning. They select a range of assessment approaches that include say, make, write and do. Planning for assessment is integral to their planning processes. Staff should continue to develop this approach further to ensure children have opportunity to apply their skills across new and unfamiliar contexts.
- Teachers have worked collegiately on moderation within school and across the learning community. Senior leaders have successfully planned and led moderation activities including the moderation of writing and reading. This has helped provide greater consistency and understanding of shared standards across the school. As planned, teachers should participate in further moderation activities linked to the moderation cycle. This should enhance further teachers' confidence in their professional judgements about children's attainment across all curricular areas. Across the school, staff gather a range of assessment evidence of children's learning. They meet termly with senior leaders to evaluate effectively children's progress using the 'fact, story, action' approach. This dialogue is helping staff to identify appropriate next steps in learning for children. Senior leaders and staff use a school tracking system which provides useful information about the attainment of individual children and year groups. This includes children who have barriers to their learning and identified cohorts, for example, care

experienced children. As a result of this approach, staff identify promptly children who require further support with their learning. Senior leaders and teachers now need to record and evaluate more fully, the impact of interventions, including those funded by PEF for all children. This should provide additional useful information for staff to identify what is working well and help ensure increased progress in all children's learning.

2.2 Curriculum: Learning pathways

- Staff value opportunities to collaborate in planning across stages using the local authority online planning tool. This allows staff to plan progressive learning experiences across stages and provide a broad and balanced curriculum. Staff plan experiences that build effectively on prior learning. Staff design the curriculum to suit the needs of their learners well. For example, they build the vocabulary of identified children to allow them to engage more fully in their learning.
- Children learn science, technology, engineering and mathematics (STEM) skills from a range of engaging activities. They learn to problem-solve in real life contexts. For example, children design and construct structures capable of withstanding hurricane-force winds and test them appropriately. Staff have carefully reviewed how the skills gained from coding activities can progress over time. They should proceed with plans to review other STEM areas. This will help ensure children develop and build their STEM knowledge and skills progressively as they progress through school.
- All children receive their full entitlement to two hours of high-quality physical education each week.
- Catholic values are deeply embedded across the school. The parish priest regularly supports the life and work of the school through frequent visits, supporting the sacraments and celebrating Mass with the school community. This has developed children's understanding of respectful religious observance. Children have asked to learn more about other world religions, demonstrating a curiosity to understand beliefs, practices, and traditions beyond their own faith. Staff should develop further approaches to increase opportunities for children to help shape their learning in this curricular area.
- All children regularly engage in high-quality opportunities to learn successfully outdoors. They make good use of the local woods to develop numeracy skills in real-life contexts. Most children are learning about sustainability successfully. For example, children learn about sustainability through hands-on experiences such as bird feeding and tree planting. This helps them understand environmental responsibility and helps them to develop as responsible citizens.
- Children across the school learn Spanish and children in P5 to P7 learn French in a planned and progressive way.
- All children enjoy selecting books to read from their class libraries, fostering a love for reading. A few classes visit the local library as part of a project to encourage children to read more. This encourages children to develop a love for reading and helps to improve their literacy skills.

2.7 Partnerships: Impact on learners – parental engagement

- Staff communicate well with parents through newsletters, social media and online learning tools. Parents support the work of the school by attending a wide variety of planned events. These include 'meet the teacher', 'first Friday Mass', 'forest family Friday fun' and children's leadership assemblies.
- Staff foster effectively parental engagement through a range of family opportunities and targeted supports. These include literacy and numeracy workshops and parent and child cooking groups.
- Parents receive and value information about the work of the Parent Council through social media and Parent Council flyers. The Parent Council organise a range of social events and work in partnership with the school to reduce the cost of the school day. They are active in raising funds to enhance learning opportunities. For example, the Parent Council celebrate world book day and provide every child within the school with a free book.
- Senior leaders share with parents information about how their child is progressing through school reports, parent evenings and family learning events. Most parents feel that their child is making good progress at the school. A minority of parents report that they would like more regular feedback on their child's learning. This would include enhanced opportunities to build stronger relationships with the school. Currently a minority of parents do not feel encouraged to make suggestions, ask questions and share problems. The headteacher and senior leaders now need to develop more effective ways for all parents to engage successfully sharing questions, suggestions and problems. They should prioritise promoting effective working partnerships to improve relationships and secure positive outcomes for children and families in the St Clare's school community.

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 across the school promote positive relationships. This helps support a calm and nurturing environment which echoes the Gospel values. Most children treat others with respect and dignity. Children's wellbeing is very well supported through a range of effective interventions. For example, daily emotional check-ins, calm corners, emotional bank accounts and magic breakfasts for all children. This is increasing engagement in learning. Support for learning staff support well children who need help to regulate their behaviour. This is helping to strengthen further the positive relationships across the school. Over the last few years there have been no exclusions.
- All children participate in a daily leadership programme which focuses on the seven qualities of an effective leader. Through this programme children identify 'accountability partners' among their peers. These partners work together to support positive behaviour. As a result of these encouraging partnerships, children are making better behaviour choices when faced with challenges. As planned by senior leaders, a next step would be to review how parents could be involved in this leadership programme. This will help parents understand better how best to support their child's learning and wellbeing.
- Across the school, there is a shared understanding of wellbeing. Children talk confidently about their own wellbeing and understand the language of the wellbeing indicators. For example, recognising that emotional check-ins support their nurture and that leadership opportunities support them to be responsible. A whole school focus on wellbeing at the start of every session supports children and staff to write their helpful class mission statement, relevant to their classroom context. This helps ensure children have a voice in shaping their learning environment.
- Staff use the local authority wellbeing planning tool to assess and monitor children's wellbeing. They plan appropriate interventions for identified children. This is leading to improved wellbeing outcomes. The school-based system of 'Connecting the Dots' ensures that all wellbeing concerns are recorded, discussed and acted upon. This system complements local authority safeguarding procedures across the school and provides enhanced detailed information about individual children. A next step for staff to ensure the increased effectiveness of this system is to include all follow up actions and outcomes within each record of concern.
- The school's 'One Good Adult' approach is embedded across the school. Children have identified one trusted adult within their school community whom they can speak to if they feel unsafe or have any worries or concerns. Most children feel that they have someone to talk to if they are upset or worried and most children feel safe in school. As a result, children are empowered to share any concerns they may have, and this approach supports positive

relationships between children and staff. A few children have told us that they would like to spend more time with their trusted adult.

- Almost all children feel that their school teaches them to lead a healthy lifestyle. Children have an increasing awareness of road safety, healthy eating choices, first aid and fire safety, as a result of strong partnerships utilised during the annual health week. These real-life contexts are helping to support children's understanding of wellbeing within their local community. Children feel that they have many opportunities at school to get regular exercise. A variety of options for exercise are available during lunchtime, including football, basketball, rugby and dance. These are improving children's physical fitness and developing their skills in teamwork.
- Children benefit from a well-planned health and wellbeing curriculum which has a focus on their emotional literacy. This, alongside their use of strategies to manage emotions is supporting children to recognise and manage their own emotions and behaviours. As a result, children have a good understanding of events that cause them to experience emotions such as feeling worried or anxious. They consider choices they can make within their control, to improve this. Teachers make effective use of the health and wellbeing curriculum to support whole school priorities on improving children's wellbeing. This includes learning about substance misuse, social media, peer pressure, personal hygiene and basic first aid. This is supporting children to develop the skills for challenges in life.
- All staff have a very good understanding of their responsibilities and statutory duties to improve outcomes for children. Through annual mandatory training, all staff are familiar with child protection guidelines, in line with national guidance. They have a clear understanding of their role and are very proactive in identifying and addressing any child protection concerns that arise. Clerical staff share child protection guidance with staff and visitors. This leads to staff supporting children confidently.
- Senior leaders follow local authority and national guidelines for managing and recording incidents of bullying. To support this, senior leaders have developed a comprehensive anti-bullying policy and anti-bullying charter. These aim to support both children and parents understanding of what bullying is, how to report it and how to access support. While most children feel confident in the school's approach, senior leaders acknowledge that a few children feel that they could have further support. Senior leaders are aware that there is an increase in bullying incidents this session. They should now work with the whole school community to ensure all children and parents understand fully the school's response to bullying and proactively work towards reducing incidents of bullying
- Staff follow well-developed processes for identifying children who may have additional support needs. Wellbeing and assessment plans are detailed and support children and families well. They help ensure that identified targets are appropriate. This is helping to support well individual children's progress. Teachers provide appropriate interventions that support progress. A few PEF funded interventions have been inconsistent due to challenges with staffing. Senior leaders now need to review the effectiveness of interventions and deployment of PEF funded staff. This should help ensure that planned interventions are delivering further positive outcomes for identified children.
- All staff have a good understanding of the social, cultural and economic context of their school. They promote an inclusive culture across the school community. Children learn about and promote equality, inclusion and diversity. This helps them to recognise and challenge discrimination. Almost all children agree that their school is helping them to understand and respect other people. Informative and encouraging displays around the school raise awareness of campaigns children have been involved in. Children's participation in 'Anti-Bullying Week'

helps them to understand the importance of treating others with respect. Their participation in 'Show Racism the Red Card' helps them to understand the importance of treating others fairly and to celebrate differences. As planned senior leaders should make more effective use of social media to celebrate diversity, raise awareness of protected characteristics and challenge gender stereotypes.

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

- Overall, attainment in literacy and numeracy is good. Most children at P1 and P4 achieve nationally expected CfE levels in all aspects of literacy and numeracy. Most children in P7 achieve nationally expected CfE levels in numeracy, reading and talking and listening. The majority of children in P7 achieve nationally expected CfE levels in writing. Across the school children achieve above both their Glasgow and national comparator schools in literacy and numeracy.
- Attendance is currently affecting the progress of learning for a minority of children.
- Children who require additional support in their learning are making good progress towards their individual learning targets.

Attainment in literacy and English

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

Listening and talking

- In most classes, staff are supporting the gaps in children's vocabulary through actively teaching the meaning of unfamiliar words. This is helping children to build a richer vocabulary and improve communication.
- At early level, most children take turns and answer simple questions confidently. They make simple predictions about texts they are reading. At first level, the majority of children know the strategies of good listening and using a clear and expressive voice. A few children are not yet confident in contributing to conversations. At second level, most children listen to others' opinions and talk and listen in pairs and groups in class. Across first and second levels, children would benefit from developing their skills further through increased opportunities to deliver talks to the rest of the class. A few children gain confidence in speaking aloud, independently, by successfully broadcasting on the school radio.

Reading

- Across the school, most children enjoy reading for pleasure and explain why they enjoy a particular text. All classes undertake a novel study in class. This is helping children to enhance their vocabulary and improve their comprehension skills.
- At early level, most children recognise initial sounds. Most children read simple sentences they have written. A few need more opportunities to use full stops to separate sentences. At first level, most children are reading with increased fluency and answer literal questions about a text. They are not yet confident in identifying the difference between a fiction and non-fiction book. At second level, most children read with expression and answer literal, inferential and

evaluative questions about a text. At first and second levels, most children name and explain their preferred author. They need to develop further their understanding of how authors use language to influence the reader.

Writing

- Across the school children write in a variety of genres. Teachers model the key features of writing. At early level, the majority of children are beginning to create sentences using capital letters, full stops and finger spaces. A minority of children require practice to form letters correctly. At first and second levels, most children write for a variety of purposes often linked to the books and stories they are reading. At second level, the majority of children are gaining confidence in the use of figurative language. They are confident in the use of metaphors, similes and alliteration. Senior leaders and staff should review their approaches to their use of the modelled, shared and independent writing cycle of activities. This should accelerate the pace of progress as children are given more opportunities to write independently.

Numeracy and mathematics

- Overall, most children are making good progress in numeracy and mathematics.

Number, money and measure

- At early level, most children recognise and write numbers accurately. They are confident in ordering numbers 0-20 and identify odd and even numbers. They add and subtract within 10 and recognise o'clock. At first level, most children are building their confidence in mental agility and round two- and three-digit numbers to the nearest 10 and 100. They solve two-step problems and select appropriate strategies to solve these calculations confidently. Children need support to write and order fractions. At second level, most children are confident in written and mental calculations involving multiplication and division. They understand place value well including decimal numbers. Children are not yet confident with calculating percentages and need further opportunities to identify the most efficient strategies to solve problems.

Shape, position and movement

- At early level, most children are developing their understanding of simple two-dimensional shapes. At first level, most children recognise the units of measure for weight and volume. As a next step, children need to consolidate their use of mathematical language to describe the properties of a range of two-dimensional shapes and three-dimensional objects. At second level, most children identify and classify a range of angles, including, acute and obtuse. They are less confident with complementary and supplementary angles and need support to calculate missing angles. Most children recognise a range of three-dimensional objects and talk about their properties using vertices, edges and corners.

Information handling

- At early level, most children recognise and extend simple patterns, using shapes and colours. At first level, most children extract key information from different types of graphs and confidently talk about ways in which they would gather and organise information. At second level, most children are confident using the language of probability. They name a variety of graphs including bar and line graphs and gather a range of information from these. Across first and second levels, children would benefit from increased use in gathering, organising and displaying data using digital devices.

Attainment over time

- Senior leaders have effective systems to monitor children's attainment over time. They make good use of data to track the progress of different cohorts of children across the school. Senior leaders evidence good attainment over time for children at key milestone stages in P1, P4 and P7. In addition, senior leaders recognise the need to increase the progress of children's attainment in literacy and numeracy for children out with key milestone stages. Senior leaders use data to identify where improvements are required in teaching and learning. They correctly identified the need for further improvement in the attainment of writing. This has resulted in improved outcomes for a few children. Senior leaders and staff should now review how writing is taught across the school. This should strengthen further literacy outcomes for children and increase attainment in this area.
- All teaching staff use data well to ensure most children who require additional support make appropriate progress. They review pupil progress using a 'fact, story, action' approach. This allows them to plan supports that help children to succeed and make positive progress in their learning.
- Over the last two years, attendance has been below the national average and this trend is expected to continue this year. A minority of children are persistently absent due to family circumstances and holidays. Senior leaders track attendance regularly and contact parents to identify and remove barriers to attending. This approach led to improvements in attendance for a minority of children. There are still too many children who are not attending regularly, and this is impacting on attainment. Senior leaders and staff should review attendance concerns and implement targeted strategies to address these issues. This proactive approach will help ensure that all children have the opportunity to make the best possible progress in their learning. There are currently no part-time timetables in place in the school.

Overall quality of learners' achievements

- Children are proud of their achievements and celebrate these through weekly assemblies, wall displays and social media posts. This helps foster a positive sense of accomplishment in children. The 'Five Capacities Awards' which includes 'Faithful Disciples' helps children to recognise and celebrate their successes.
- Children are developing well as successful and confident individuals through participation in a wide variety of leadership roles. This includes being a House Captain, a Peer Mediator, a member of the Eco Committee or Laudato Si group. Children work towards achieving the Pope Francis Faith Award and contribute successfully to the School Radio Station and School Newspaper. These opportunities help children develop valuable leadership and communication skills as they contribute and influence positive change in the life of the school.
- Children develop a range of skills and attributes through participation in a wide variety of lunchtime and afterschool clubs, including football, dance and drumming. Consequently, children develop social skills through effective communication and teamwork. Staff track individual children's participation and use this to identify gaps in achievement. This helps ensure no child is at risk of missing out. Staff should continue to support children to understand how they are developing skills for learning, life and work through their achievements.

Equity for all learners

- All staff have detailed knowledge of families and have insight into the barriers children face in their learning and wellbeing. They ensure financial constraints do not prevent any children from engaging in opportunities for learning and achievement. For example, all P7s benefit from a

fully funded school residential trip. Staff and partners provide free clubs, clothing, and equipment, and ensure all children have access to digital technologies to support their learning.

- The headteacher uses the significant PEF to provide additional staffing, professional learning and resources. The PEF funded leadership programme helps children to regulate their behaviour and learn important wellbeing skills. For example, children learn about their circle of influence on using social media. This is helping them to make good decisions that keep them safe online. Children value the PEF funded daily breakfast experiences. This provides children with a very positive start to the day and as a result they are more ready to learn. Most children at second level learn to play an instrument. This funded music programme is valued by most children, and they learn to read music and develop perseverance. Senior leaders should now ensure that the full amount of PEF is planned and allocated, with clear outcomes and measures of success. This will allow them to understand more fully the impact of their PEF spend and accelerate progress in children's learning.

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.