

Summarised inspection findings

Ferryhill Primary School

The City of Edinburgh Council

2 December 2025

Key contextual information

Ferryhill Primary School is a non-denominational school serving the Drylaw and Telford areas of Northwest Edinburgh. The school has a nursery class for children aged two to those not yet attending school. The headteacher has been in post for three years. She is supported by a deputy headteacher and a senior development officer. At the time of inspection there were 296 children on the school roll, across 13 classes. Approximately 33% of children receive additional support for their learning. Almost all children reside in Scottish Index of Multiple Deprivation data zones 1 to 4. Twenty-four percent of children are identified as having English as an additional language (EAL). There are over 33 different languages spoken within the school. The school population fluctuates throughout the year.

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 headteacher, together with senior leaders and staff, have a clear vision for improvement where a sense of community and belonging are highly valued. This vision is based on a deep understanding of the context of the school. The school community value and speak positively about the changes that have taken place over recent years.
- Children, staff, and parents were recently involved in the development and review of the school's vision, values and aims. The school's values of kindness, respect, safe and ready to learn are increasingly evident across the school. Parents, children, and staff believe these are relevant to the current context and reflect well their aspirations for the school community. Staff refer to the values through their daily interactions and in conversations with children. Staff highlight the values prominently around the school on value posters. The headteacher recognises and rewards children who display the school's values by presenting them with headteacher merit awards at assemblies. This is helping children to have a greater understanding of what their values mean in action.
- Senior leaders and staff have developed a school improvement plan (SIP) which sets out clearly priorities across the year. Current priorities include improving approaches to the teaching of writing, promoting consistency in teaching and assessment, and using digital technologies to enhance learning. Teachers use self-evaluation and attainment data with increasing confidence to determine relevant and important next steps. For example, they use information gathered through learning conversations with children to influence and inform planning for improvement. Senior leaders identify effectively key areas for improvement and outline the tasks that need to be undertaken to achieve these. They have identified clear outcome statements within the SIP, where progress towards achieving success can be measured accurately. This helps all staff to have a shared understanding of what needs to be achieved and by when.

- The headteacher and staff recognise the importance of monitoring and evaluating the work of the school. They have developed a useful quality assurance calendar. This outlines the activities the headteacher and staff undertake to evaluate the impact of change and improvement. Senior leaders sample children's work, visit classes, and provide feedback to teachers on the quality of teaching and learning. The headteacher and staff should implement a few quality assurance activities with greater rigour. For example, reviewing the standard of presentation in children's jotters and the consistency and quality of feedback children receive on their work across the curriculum. In addition, the headteacher should link quality assurance activities to *How good is our school?* 4th edition. This should help enhance approaches to self-evaluation and school improvement.
- Staff across the school are developing well a positive culture of collaboration and shared leadership. They contribute increasingly to positive improvement and change within the school. Staff have recently introduced a range of short life school improvement working groups. Staff have developed helpful action plans for each area they aim to improve. This includes enhancing parental engagement and developing effective approaches to recording children's achievements. Pupil support assistants contribute well to leadership within the school. They have engaged in professional learning to lead interventions, in collaboration with teachers and partners. They have supported well the development of children's literacy and numeracy skills and the acquisition of language for EAL learners. This professional learning fosters a culture of reflection and builds successfully staff capacity to lead change and improvement across the school. Staff recognise the importance of having clear communication that supports their leadership of learning within the classroom and with whole school improvement priorities. Senior leaders should seek to strengthen communication with staff. This should develop further a positive and effective school culture, where all staff members have relevant information at the right time.
- Staff engage effectively in the professional review and development process. Teachers use the General Teaching Council for Scotland standards well to reflect on their practice. Staff successfully link their professional learning targets to school improvement priorities. This is helping to enhance change and improvement by focussing the professional growth of staff on the critical development needs of the school.
- Senior leaders and staff have established increasingly effective structures to support and develop pupil leadership across the school. Children collaborate well in pupil voice groups, and house events. They engage meaningfully in roles which influence successfully the direction of school improvement. Children in the 'pupil parliament' have identified and organised new playground resources including soft footballs, tennis rackets and skipping ropes. The junior librarians influenced the purchase of new books for the school library for children across the school to enjoy. Children are proud of the contribution they make to the life of the school. Senior leaders should build on this positive start. They should ensure that all children, including younger children, are engaged in authentic leadership activities and roles. This should help enhance children's leadership skills, build their confidence, and develop them as effective contributors.
- Parents increasingly, influence aspects of improvement and change within the school. Staff review and act on feedback from parents' questionnaires and results of ballots on important aspects of school life. For example, parents' views helped develop the school's positive relationships policy and activities where parents come into classrooms and share in their children's learning. They have organised and led a range of school social activities that draw children and families together and promote a positive sense of community. Senior leaders should now take forward their plans to enhance further parental leadership within the school. This should help foster a stronger partnership between parents and school and help deliver better outcomes for all children.

- The staff team demonstrate a deep understanding of the social, economic, and cultural context of the school. The headteacher consults on Pupil Equity Funding (PEF) investment with staff and pupils. The headteacher should now build on this positive practice and involve parents more meaningfully in this consultation. This will further influence decision making and help ensure that appropriate interventions are in place to support children's learning and wellbeing.

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

- Children are friendly, confident, and proud of their school. All staff know children well as individuals. There are nurturing and positive relationships between staff and children and between children. All staff work well together to create a safe, nurturing, and inclusive environment for learning. Staff benefit from relevant professional development to promote positive relationships and behaviour. They have enhanced their understanding of nurturing approaches, de-escalation, and trauma informed practice.
- Staff consulted with the wider school community to update the positive behaviour and relationships policy. This has clarified expectations about behaviour in school. A few children in each class access helpful resources and spaces. Where dysregulated behaviour does arise, staff skilfully use a range of strategies to support children to be 'ready to learn.' As a result of these positive changes, behaviour is improving across all classes.
- The school values are known and understood by almost all children. In a few lessons, teachers refer to these values to promote positive expectations of learning. Staff and children have developed helpful class charters which are underpinned by children's rights and school values. These charters support children well to understand their role in creating a positive learning environment.
- Senior leaders and staff have developed a useful learning and teaching policy. This is supporting staff effectively to develop a better understanding of high-quality learning and teaching. Almost all teachers share with children the purpose of learning and explain how they can be successful. Most teachers provide clear instructions and explanations of learning tasks. In a few lessons, teachers make effective reference to children's prior learning and skills they have developed. This is helping children to better understand their own learning. Most teachers use questions well to check for understanding. All staff should now develop further their use of higher-order questioning. This should help challenge children's thinking and extend their learning.
- In most lessons, teachers support children effectively when they need additional help in their learning. Support staff skilfully interact with children to enhance their learning and engagement. In a few lessons, teachers extend children's learning effectively. For example, using tasks that offer a range of challenges or for children to 'be the teacher.' In most lessons, children's learning is teacher-led. This leads to the pace of learning being too slow. 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 should help meet the learning needs of all children better.
- Most teachers use digital technology well to support learning and teaching. Children benefit from helpful teaching presentations, video clips, and digital games to support their

understanding. Children use digital devices with developing skill and confidence. As planned, senior leaders should ensure children experience progressive digital learning across the school. This should lead to improved digital skills and help ensure that children build effectively on what they already know.

- Most teachers provide helpful written feedback on children's literacy work. In a few lessons children assess well their own writing. A majority of teachers provide regular and effective verbal feedback. Consequently, children are developing a greater understanding of how well they have achieved. Senior leaders and teachers should continue to develop a more consistent approach to the use of verbal and written feedback across the curriculum. This should help children to better understand their progress and next steps in learning.
- Most children at early level develop independence and social skills through well-planned, purposeful play. Teachers have engaged successfully with national guidance and professional development. This has enhanced effectively their understanding of play and helped to ensure that children benefit from quality interactions, spaces, and experiences. Teachers and support staff provide an appropriate balance of adult-directed and child-led activities. They use observations successfully to plan next steps in children's learning. Senior leaders should share this positive practice across the school. This should help to ensure consistency of approach in providing high-quality play experiences for all children.
- Senior leaders have developed an effective annual assessment calendar. This includes national, standardised, and summative assessments. Teachers complete an assessment plan at the start of each term linked to children's planned learning. They use a say, make, write, do approach increasingly well to assess learning across curricular areas. Teachers collate useful evidence of children's progress in assessment folders and in each child's 'my progress book'. They should now build on this positive practice and make more effective use of assessment data to inform better children's next steps in learning.
- Teachers engage with colleagues across the school and learning community in a range of helpful moderation activities. They have moderated children's writing and reading. Consequently, teachers' professional judgments of a Curriculum for Excellence (CfE) level are now more robust and accurate. Teachers should now use the moderation cycle to consider wider aspects of learning and teaching, including moderating across a greater range of curriculum areas. This should strengthen teachers understanding of national standards and support them further in making decisions on learners' progress.
- Senior leaders and teachers have developed clear, school-wide approaches to planning. This has led to greater consistency across the school. Teachers now benefit from well-defined expectations for long, medium- and short-term planning. This helps ensure children experience their entitlement to a broad general education. Teachers use well local authority progression pathways to plan children's learning in literacy and numeracy. They should continue to involve children in planning aspects of their learning. Children should be given greater choice in how and what they learn. This should increase their motivation and engagement further.
- Senior leaders and teachers meet four times a year to discuss the progress and attainment of children in literacy and numeracy. They identify accurately those children who are not yet on track to achieve expected CfE levels. As a result, teachers provide children with timely and effective support to help raise attainment and improve outcomes for children, including those with EAL. As planned, senior leaders and teachers should develop approaches to track children's progress in all curricular areas. This should help children build more effectively on their prior learning across the curriculum.

2.2 Curriculum: Learning pathways

- Staff have developed helpful progressive learning pathways based around the design principles of CfE. Teachers use year plans effectively to cover a range of experiences and outcomes from all curricular areas. This helps teachers plan for appropriate progression and depth in children's learning. Teachers make useful links to the local area. This includes planning for the 'Ferryhill 50' experiences. For example, children visit Blackhall Mosque and engage in a walking tour of historical Drylaw. This helps ensure that learning is relevant and purposeful for children.
- Teachers plan for learning that make links across different subject areas. This approach to curricular learning provides children with an element of personalisation and choice. Teachers share with children the key experiences and outcomes that they plan to follow. Children are beginning to influence the focus of this work based on what interests or motivates them.
- Teachers provide flexible pathways for children who may require personalised support for their learning. Support staff have engaged in effective professional development related to literacy and numeracy. This helps individual children make accelerated progress in their learning.
- All children experience episodes of learning outdoors. Teachers have begun to extend the use of the school's extensive grounds and outdoor spaces to support and enhance learning. They should now continue to develop progressive skills-based outdoor learning experiences for all children. This should develop further children's understanding of their local environment and their skills in problem solving and collaboration.
- The staff have built positive partnerships with a broad range of local organisations and visiting specialists to enrich the curriculum. Staff and partners have organised taster sessions in a variety of sports, music, art, and sustainability groups. This links successfully curricular learning to the wider world and provides children with a clear purpose for learning.
- Children currently learn French. Younger children use simple greetings and conversational phrases daily. As they move through the school, they learn more complex phrases and participate in conversations about their hobbies and their likes and dislikes. Children in P5-P7 also learn Spanish as their second modern language.
- All children receive their entitlement to two hours of high-quality physical education each week. They develop effectively skills in team games and learn about the positive impact of sport on their physical and mental wellbeing. Children in P4 and P5 benefit from swimming lessons as part of a local authority initiative.
- Children develop a positive understanding of faith through a progressive religious education programme. The well-stocked school library also has texts relating to a range of world religions, cultures, and faiths. This reflects and supports effectively the broad diversity of the school population.

2.7 Partnerships: Impact on learners – parental engagement

- Staff ensure that positive relationships are a central feature of supporting parental engagement. Almost all parents report that their child likes being at school and feel their child is making progress.
- School staff communicate well with parents through regular newsletters. Most parents say they feel comfortable approaching the school with questions or issues and the school takes their views into account. Parents appreciate the informal conversations with staff in the playground to share information. Staff are beginning to introduce new creative ways to gather parental views. This includes children collecting feedback from parents during school events.
- Staff organise and provide a range of helpful formal and informal opportunities to involve parents in their child's learning. These include assemblies and diversity events where children can share their learning. Teachers offer shared classroom experiences for parents to celebrate children's work. Teachers report regularly on children's progress. They provide alternative arrangements for those who are unable to attend parents' evenings.

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 and develop effectively the wellbeing of all children. They know the children, their families, and the context of the school very well. There is a positive ethos based around the school values. Relationships between staff and children are respectful and supportive. Staff currently use a variety of questionnaires, presentations, and discussions to encourage children to evaluate their own wellbeing. Staff have trialled a 'pupil passport' with older children that collates children's needs and support strategies. Senior leaders should continue to develop further their whole-school wellbeing strategy. This should enable all stakeholders to be involved in creating, refining and implementing clear health and wellbeing policies and strategies. This should help children experience further, improvements in their emotional health, attendance, attainment, and progress.
- Children in the school have designed characters to represent each of the wellbeing indicators. Staff have displayed these designs prominently in corridors and classrooms throughout the school. Teaching staff refer to these characters in discussions with classes. As a result, children are beginning to talk openly about their personal wellbeing progress. Staff monitor children's wellbeing and respond quickly and sensitively to any concerns. Most children identify an adult in the school they can talk to if they are worried or upset.
- The school's equalities policy contains a section relating to bullying. This defines and details different potential bullying behaviours and incidents. The guidance supports staff, children, and parents well with procedures to follow if they experience or see any bullying behaviour in school. Strategies to support children who experience bullying are also listed. Staff in the school are not yet recording all instances of bullying in line with this policy. A minority of children feel that the school does not always deal well with bullying. Senior leaders should ensure that all bullying incidents are recorded appropriately. This should support staff to identify and address better any potential trends linked to bullying within the school. Senior leaders should highlight more clearly to children and parents the anti-bullying work undertaken in classes and assemblies. This should help children and parents to be more confident that staff in the school are addressing all bullying incidents effectively.
- Children, supported by staff in the school, have established effective groups to lead on aspects of wellbeing. These include junior road safety officers, playground buddies and sports leaders. Children speak positively of the impact these roles are having on their wellbeing. They enjoy working with other children and staff in the school. Through these activities children are developing their confidence, communication, and teamwork skills.
- Children benefit from a progressive health and wellbeing curriculum linked to CfE experiences and outcomes. Children participate in a broad range of active, curricular-based tasks in and outwith the school building. They talk knowledgeably about the importance of activity leading to improved physical and mental health. Staff encourage children to think about their safety by

analysing potential risks. Children often work collaboratively in groups to develop further their feelings of inclusion. Senior leaders should continue with plans to track progress in health and wellbeing across the whole school. This should ensure that staff support children appropriately across all aspects of wellbeing.

- Children's wellbeing is a standing item for discussion during weekly meetings for all staff and senior leaders. All staff understand how to raise wellbeing concerns. Senior leaders and staff have developed a wide range of interventions for children who require additional support. These include targeted interventions to improve progression in literacy and numeracy. Children's learning is maximised as a result of the comprehensive tracking and monitoring of these different supports. Partners provide successfully a broad range of holistic support to individuals and groups. They evaluate the impact of these targeted interventions effectively to deliver the best possible outcomes for children. Partners also provide valued support and engagement to families and children outwith the school day and term-times. Teachers, partners, and children highlight improvements in achievement, confidence, and feelings of self-worth as a result of these supports.
- Staff in the school are encouraging parents to become involved with a variety of activities and events. These include well-received celebrations of cultural diversity recognising the broad range of nationalities represented through the school community. Parents attend shared learning experiences with their children across the year, as well as weekly coffee mornings. As a result of these activities, parents see the school as a welcoming space where family members can meet others from the local community and share their experiences. This is increasing a sense of inclusion for children and parents within the school. Senior leaders should continue to develop this positive practice and encourage more parents to attend and benefit from these events.
- Staff comply fully with statutory duties relating to safeguarding, attendance and supporting children with additional needs. They assess care experienced children for additional support and senior leaders determine whether those children require a coordinated support plan. All staff participate in relevant professional learning related to their statutory duties. Consequently, children receive prompt appropriate support and care.
- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. Minor areas for improvement have been agreed with the school and the school meals provider.
- Children at all stages have contributed to developing their own class charters. These build upon school-wide work around the United Nations Convention on the Rights of the Child as well as the school values. Children make connections between their rights, their own wellbeing and equalities through regular assemblies and discussions in class. Senior leaders and staff should help children understand and explore their rights further. This should help children to continue to develop an awareness of their social responsibility throughout the school.
- Children benefit from well-planned universal and enhanced transitions at various stages of their journey through the school. Teachers share comprehensive information and planning about children's learning, wellbeing, and relevant support strategies at times of transition. Children in P7 experience a well-planned programme of events to alleviate possible concerns and prepare them well for secondary school. A few children in P6 benefit from an enhanced programme to

support their future transition. Consequently, children are confident moving on to the next stage of their learning.

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

- End-of-year attainment data does not fully reflect the progress made by individual learners. Factors such as levels of deprivation, additional support needs, including those new to English, and a constantly changing school roll significantly influence overall attainment figures. When these factors and progress data of individuals are considered, it is evident that most children are making good progress in their learning.
- Senior leaders identified that a majority of children start P1 at the beginning of early level in literacy and English and numeracy and mathematics. Senior leaders and staff now identify gaps promptly and implement effective targeted interventions. As a result, most children at early level achieve expected CfE levels in literacy and numeracy by the end of P1. The majority of children at P4 and P7 achieve expected CfE levels in literacy and numeracy. A few children exceed expected CfE levels.
- Most children who require additional support with their learning, including those with EAL, make good progress towards their individual learning targets.

Attainment in literacy and English

- Teachers demonstrate a strong awareness of literacy gaps and use effective universal and targeted interventions. As a result, most children make good progress in literacy and English.

Listening and talking

- Across the school, most children take turns, listen, and respond appropriately to others. They are confident to share ideas and show respect to the views of others. At early level, most children share their ideas and opinions confidently. They follow instructions well and ask and answer questions successfully about texts. They are developing their confidence in making simple predictions about stories they enjoy. At first level, the majority of children contribute their views effectively in discussions, explaining their opinions. At second level, the majority of children value other people's contributions and build on their responses. Children at first and second level would benefit from activities to further explore techniques used to engage and influence the listener.

Reading

- Most children at early level use their knowledge of sounds, letters, and patterns well to read simple words. They describe and use strategies successfully to decode unfamiliar words. At first level, the majority of children discuss effectively characters, settings and the language used to engage the reader. They identify well the difference between fiction and non-fiction texts. They should develop further their confidence in answering inferential questions about texts. At second level, the majority of children describe successfully the features of non-fiction texts. They summarise key information and take notes under a range of headings. Across the

school, all children would benefit from more opportunities to read aloud. This would further develop children's fluency and expression in reading.

Writing

- At early level, most children use their knowledge of sounds and letters well when attempting to write simple words and sentences. They share their writing and pictures confidently, talking about what they write and draw. They should continue to develop their confidence in using a wider range of vocabulary. At first level, the majority of children punctuate sentences accurately and spell common words correctly. They demonstrate an increasing understanding of sentence construction and link ideas in sentences. At second level, the majority of children use paragraphs and a range of punctuation successfully. They identify techniques and figurative language such as alliteration and onomatopoeia. Children at first and second level should write more frequently across a range of genres and purposes, to apply and extend their literacy skills.

Numeracy and mathematics

- Most children make good progress from prior levels of attainment in numeracy.

Number, money and measure

- At early level, most children form numbers correctly. They carry out simple addition and subtraction calculations successfully within 10. They are developing an awareness of time. At first level, the majority of children count in multiples of two, five and ten confidently. They multiply and divide by ten and 100 accurately. Not all children are confident converting units of measure. At second level, the majority of children add and subtract decimals well, up to two decimal places. They identify accurately factors of a given number. Children at second level would benefit from revisiting key concepts of number regularly to consolidate mental calculation skills.

Shape, position and movement

- At early level, most children identify and name accurately basic shapes such as circles, triangles, and squares. They create and complete simple repeating patterns successfully. They are developing their understanding of positional language to provide basic directions. At first level, the majority of children describe two-dimensional shapes and three-dimensional objects, using appropriate vocabulary including faces, edges, and vertices. They would benefit from developing further their understanding of a range of angles. At second level, the majority of children classify angles using appropriate mathematical vocabulary. They are not yet confident calculating complementary angles.

Information handling

- At early level, most children display information accurately in simple graphs. They are beginning to ask and answer questions well using simple pictograms. At first level, children gather information to create bar graphs successfully. They use appropriate vocabulary to describe the likelihood of events occurring. They are not yet confident in using Venn diagrams. At second level, children are developing their knowledge of different and more advanced ways to display and interpret information, including using pie charts. They should continue developing their understanding of the reliability of data sets, considering the scale and sample size used. Across the school, children would benefit from using digital technology further to collate, display and interpret a range of information.

Attainment over time

- Senior leaders identify that attendance is a key barrier to attainment across the school. Attendance last session was 88% which is below the national average. Forty-six percent of children had an absence of 10% or more. Senior leaders monitor closely the absence of individual children and families. They implement a wide range of interventions to support

families, including collaborating with outside agencies. The pupil support officers (PSO) support school attendance as part of this role. Senior leaders and the PSOs have built strong, trusting relationships with identified families. As a result, attendance at early level has improved. Senior leaders identified a pattern with Friday attendance and have liaised closely with partners to organise after school clubs on Friday afternoons. Senior leaders liaise with colleagues in the local authority welfare service and social work to support families where attendance is below expected levels. They should continue to monitor and develop further approaches to increase children's attendance. A few children are on a part-time timetable. These are appropriate and reviewed regularly with parents and partners with the aspiration of returning children to full time education.

- Senior leaders and teachers have identified successfully gaps in children's learning promptly as children begin P1. They have adapted approaches to learning and teaching effectively to address this. As a result, most children now achieve expected CfE levels by the end of P1. Teachers recognise the need to raise attainment further particularly at first and second levels in literacy and numeracy. Senior leaders have a strong understanding of the reasons behind fluctuations in children's attainment. These include levels of children's acquisition of English and a high number of changes in the school's roll throughout the year. Staff identify gaps in children's learning across the school very well and implement effective targeted interventions. For example, teachers have developed successfully children's skills in decoding and comprehension in reading. Consequently, there have been significant gains in children's individual progress in reading as they move through second level. There are clear signs that these approaches are impacting positively on overall outcomes for children.

Overall quality of learners' achievements

- Children's achievements both in and outwith school are highly valued and celebrated at school assemblies and through newsletters. Children are very proud of their individual and collective achievements. These approaches are helping to build children's confidence and self-esteem successfully. Staff should now develop a tracking system to record children's achievements. This should support them to identify any child who may be at risk of missing out.
- Staff and children worked together well to devise the 'Ferryhill 50'. This includes a range of experiences such as a trip to the Botanic Gardens in Edinburgh to building a den. Teachers plan for these within their curriculum. There are 50 activities that help ensure that every child from nursery to P7 have an equity of experience. As a result, children are developing effectively their wider knowledge, understanding and skills.
- Children have very positive opportunities to participate in a range of clubs and sports during their time at Ferryhill. Senior leaders and teachers work effectively with a range of partners to support successfully children's achievements. Staff and partners provide a wide variety of clubs including chess, netball, choir, cheerleading, and knitting. Support staff organise 'Ferryhill's Got Talent' and children perform with confidence and enthusiasm. Staff ensure that identified children such as care experienced or those affected by poverty are targeted to attend clubs or experiences. Children contribute to school improvement very well through a range of leadership groups, including pupil parliament, junior librarians, and sports leaders. As a result, children are developing their skills successfully for learning, life, and work.

Equity for all learners

- All staff are acutely aware of the challenges children and families in their community may face. They are particularly mindful of the impact of the rising cost of living on families. Staff provide uniform for families who require this. Children access free fruit and snacks daily. Staff ensure all children can take part in the P7 residential trip and provide appropriate clothing where needed. Senior leaders and partners discreetly signpost families to a wide range of organisations for support.

- Senior leaders have developed a clear and effective plan for PEF. They fund additional staffing to deliver targeted interventions for identified children, alongside universal support for all learners. Senior leaders and staff review a range of data effectively to measure the impact of PEF on gaps in children's learning and attainment. There is clear evidence that PEF is accelerating progress for individual children affected by poverty.

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.