

Summarised inspection findings

Moncreiffe Primary School

Perth and Kinross Council

20 January 2026

Key contextual information

Moncreiffe Primary School and Nursery Class is a non-denominational primary school and nursery situated in the Moncreiffe and Upper Craigie area of Perth. At the time of inspection, the school had a roll of 150 children organised across six classes, with 19 children enrolled in the nursery class.

The headteacher first took up post in an acting capacity in August 2024 and was permanently appointed in May 2025. The new principal teacher was appointed in August 2025.

Less than half of children reside in Scottish Index of Multiple Deprivation deciles 1 and 2. Approximately 34% of children are registered for free school meals. Across the school, 43% of children have an additional support need and 10% of children have English as an additional language.

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

- Senior leaders, staff and children work very well together to promote an aspiring culture across the school. They are ambitious for all children and promote a vision that the whole community understands and supports. These are underpinned very well by the school’s shared vision, values and aims. The ‘Moncreiffe Way’ provides a clear framework that effectively supports the application of the school’s vision, values and aims. Staff set high expectations across all aspects of school life for themselves and for children. Children understand what is expected of them and demonstrate pride in being part of the Moncreiffe community.
- The headteacher provides highly effective strategic leadership to the school. Ably supported by the recently appointed principal teacher, she promotes an inclusive, caring culture that encourages collaboration and shared responsibility. This supports continuous improvement and better outcomes for all learners. Staff, parents and children respect, and respond positively to this inclusive approach.
- Senior leaders ensure that all staff engage fully in regular self-evaluation activities. The headteacher has significantly increased staff involvement and understanding of effective self-evaluation over the past 18 months. Staff use self-evaluation frameworks, such as ‘How good is our school (4th edition)’, to support and inform these activities. This is resulting in staff’s

increasingly accurate understanding of the school's strengths and areas for development. Senior leaders gather children's views across the school using surveys, focus groups, and pupil voice activities. They analyse feedback effectively and use it to shape school improvement priorities.

- Senior leaders consult parents regularly when planning and implementing change. Almost all parents know that their views are valued, resulting in parents feeling that their views are listened to and used appropriately to influence change. The headteacher's approach has significantly improved relationships between parents and the school.
- The headteacher has led a purposeful and ambitious programme of school improvement over the last session. She identifies key priorities with accuracy and drives improvement with clear purpose. Senior leaders have strengthened systems and processes to monitor the impact of change and improvement and use these effectively. This enables them to manage the pace and direction of change very well. For example, improving standards of behaviour has been a key area of development. Staff engagement in professional learning, and the provision of clear guidance, has resulted in significant improvement in children's behaviour across the school. Children's behaviour and readiness to learn has notably increased.
- Senior leaders provide staff with protected time for professional learning, which they use effectively to enhance their classroom practice. Staff have undertaken valuable learning in areas such as nurture, trauma, and improving their approach to teaching writing. This learning is closely linked to school improvement priorities. Senior leaders encourage teachers to take ownership of their professional development through meaningful engagement in the annual review process. Support staff make a strong contribution to children's learning, particularly for those requiring additional support. They access relevant professional learning which helps them better support children's wellbeing and learning. Senior leaders should continue to extend opportunities for staff to observe effective practice in schools beyond their local area.
- Staff feel empowered and supported to drive forward key areas of improvement. They respond positively to change and work highly effectively as a team to implement new approaches. All teachers have a leadership role, with a few sharing their work across the school. For example, to develop staff's understanding of play pedagogy and children's rights. This collaborative practice is helping to build staff confidence and capacity.
- Almost all children actively lead change through pupil voice groups. Children influence school events, playground and lunch hall charters, and the creation of inclusive, accessible learning spaces. They also reflect on their learning at the end of each term. As a result, children are confident contributors who understand that their views are valued and lead to meaningful change. All P7 children take on specific leadership roles through the pupil council, house captains, sports leaders, science and art groups, and the rights respecting committee. These groups reflect children's interests and school priorities, responding directly to their views. As a result, P7 children are developing confidence, responsibility, and a strong sense of ownership in school life.
- Senior leaders and staff have a strong understanding of the school community and the needs of all children. Pupil Equity Funding (PEF) is used effectively to enhance support for learning, wellbeing and inclusion through additional staffing and targeted resources. These interventions are helping to remove barriers to learning and improve outcomes for identified children. Going

forward, senior leaders should continue to develop ways to involve children and parents more fully in decisions about how PEF is used.

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

- Positive relationships underpin learning at Moncreiffe Primary School. Senior leaders and staff build caring, respectful, and trusting connections with children, reflecting school values and children's rights. Almost all children behave politely, respectfully, and kindly towards staff, visitors, and peers. Staff use well-established approaches to support social and emotional development, helping children engage in learning and develop self-regulation skills. A few children receive more targeted support from staff to help them manage their emotions. Staff develop appropriate individual behaviour plans, outlining clear strategies, triggers, and preventative measures. Their consistent implementation of these plans ensures a coherent approach to supporting positive behaviour across the school. As a result, most children feel safe and respected, which supports positive engagement and improves children's readiness for learning.
- Staff actively promote school values throughout the day, creating calm, purposeful, and predictable learning environments. Senior leaders reinforce children's rights through weekly assemblies, while staff embed these through class charters. Children demonstrate an increasing understanding of their rights as they progress through the school. As a result, children show respect for others and contribute to a positive school ethos.
- Across the school, staff have created well organised learning spaces. Children have access to a wide range of resources to support their learning. This includes learning booths, quiet spaces, dyslexia-friendly resources and other tools to meet individual needs. A few teachers use displays well to highlight helpful learning strategies and celebrate children's achievements.
- Most children show strong enthusiasm for learning. In most classes clear routines, high expectations, and a positive classroom ethos help children maintain focus. In a majority of classes motivation is highest when tasks are meaningful and linked to real-life contexts. Teachers use effective strategies and respectful interactions to guide and support learning. These approaches build confidence, encourage pride, and reflect children's interests. Teachers should continue designing tasks that promote depth, relevance, and independence to strengthen resilience to tackle more challenging work.
- Across the school, most teachers use a range of approaches to sustain engagement. Lessons are generally well-paced, differentiated, and include opportunities for independent and collaborative work. Children would benefit from more tasks that provide appropriate

challenge, allow them to apply skills, and make decisions about their learning. In a few lessons, activities rely too heavily on worksheets. Teachers should further strengthen differentiation to meet the needs of all learners.

- All teachers have begun to implement the school's recently developed learning and teaching policy. There are early indications that this is beginning to increase the consistency of practice across the school. Staff share a clear understanding of what high-quality learning and teaching looks like. Teachers use the policy and self-evaluation evidence effectively to inform their approaches and support their professional reflection. Teachers should continue to build on this positive start to further strengthen consistency in delivering high-quality learning and teaching across all stages.
- In most lessons, teachers give clear explanations and instructions, ensuring children understand the purpose of their learning. Teachers explain well how children can be successful in their learning helping children stay focused and engaged. As a next step, teachers should involve children more in co-creating measures of success. This approach better supports children's understanding of themselves as learners.
- All teachers make effective use of questioning to check for understanding. In a few classes, teachers use skilful questioning to challenge learners and deepen understanding. Teachers should continue to develop their use of higher-order questioning to extend children's critical thinking. This should strengthen children's ability to explore and apply learning in new and unfamiliar situations.
- Most staff use oral and written feedback to support children's learning. The quality of feedback, however, is variable across the school. The majority of staff support children well to use self and peer-assessment to evaluate their own learning. All staff should now adopt more consistent approaches to feedback. Feedback should clearly link to next steps and help children understand themselves better as a learner.
- Support staff work effectively with class teachers to enhance children's learning in the classroom. They support the delivery of targeted interventions in literacy, numeracy and health and wellbeing for individual children and small groups. These interventions help children make measurable progress, build confidence in their learning, and develop the skills they need to succeed in class.
- All teachers use interactive boards well to support and enhance learning. Digital devices are shared equitably across all stages to support learning. Most children regularly access technology to support their learning in literacy and numeracy. Children who require additional support use appropriate digital applications to help remove barriers to learning. This is enabling them to achieve success. In a few classes, children select and use applications to create videos and images and explore coding. All children have an online profiling system detailing their learning journey which helps them reflect on their learning journey with their parents and carers.
- Children at early level experience regular opportunities to learn through play. Staff skilfully respond to, and extend, children's learning through a well-considered balance of child-led, adult-led and adult-initiated learning. All children demonstrate sustained engagement and independence as they apply a range of skills in different play contexts. Staff reflect frequently

on the progress children are making. They adapt the environment and their interactions appropriately to support and extend children's thinking. As planned, staff across the school should continue to strengthen approaches to developing children's curiosity and creativity.

- Most children benefit from regular outdoor learning, which is used effectively to enhance engagement and skill development. In the majority of classes, children experience literacy and numeracy tasks outdoors, strengthening understanding in real-life contexts. Access to the local and wider community further enriches learning experiences. Staff should develop approaches to outdoor learning to ensure clear progression in children's skills and make more regular use of the outdoor spaces in the community.
- Teachers use local authority progression pathways for literacy, numeracy, and health and wellbeing to plan long-term and medium-term learning. Children are encouraged to contribute ideas to projects that link areas across the curriculum, helping to make learning relevant and engaging. Staff review previous projects to track what children have learned. However, this process is not yet fully robust, leading to gaps in the progression of learning. Staff have correctly identified the need to strengthen planning approaches to ensure learning is coherent and progressive across all curriculum areas.
- Senior leaders have established an annual assessment calendar for literacy, numeracy, and health and wellbeing, which teachers are implementing consistently across the school. As a result, there is a structured approach to assessment in these key curriculum areas. Staff are strengthening their ability to monitor children's progress more effectively. Staff should now develop assessment approaches across all areas of the curriculum.
- Teachers participate in planned moderation activities within the school and across the cluster. This collaborative approach is strengthening professional dialogue and supporting consistency in teacher judgments. As a result, staff are developing greater confidence in applying national Benchmarks and accurately recognising Curriculum for Excellence (CfE) standards.
- Senior leaders have strengthened approaches to monitoring and tracking children's progress in literacy, numeracy, and health and wellbeing. They meet with teachers each term to review assessment evidence and discuss the impact of planned learning. As a result, teachers are becoming more confident in interpreting class data, enabling them to identify potential barriers and gaps in learning and take timely action. Support staff also meet regularly with senior leaders and teachers to review individual children's progress. Together they evaluate the effectiveness of interventions, and identify any further training needs to enhance support for learners.

2.2 Curriculum: Learning pathways

- All teachers use progression pathways linked to CfE experiences and outcomes and national Benchmarks to plan learning in literacy, numeracy and health and wellbeing. Teachers develop topics which link learning across subjects according to children's interests. While this allows staff to adapt themes in response to children's ideas, there is insufficient planned progression of learning across other subject areas. As a result, children do not yet experience consistent breadth, depth, and progression across the curriculum. To ensure greater consistency, senior leaders should ensure all staff use local authority progression planners for every area of the curriculum. This will help children build on prior learning in a more structured and progressive way.
- Children in P1 to P7 learn French. This is not yet a regular feature of their learning in class. Staff should plan more progressively to allow children to build on their prior learning in French. The headteacher should ensure that children receive their entitlement to the 1+2 modern languages programme through the provision of another language.
- All children have access to their full entitlement of physical education each week. This ensures that learners benefit from regular, planned opportunities to develop their physical skills, health, and wellbeing.
- Children learn about Christianity and other world religions through their religious and moral education programme and topic work. This supports them to value and explore diversity, and respect other cultures.
- Children benefit from access to an attractive school library which includes recently purchased dyslexia-friendly texts. All children have access to the library each week. A few children have been involved in selecting books for the library. Children regularly choose books of their choice and engage in reading for pleasure. They would benefit from increased access to a wider range of non-fiction texts. Staff should continue to foster a love of reading for enjoyment across the school, including providing opportunities for children to take books home.

2.7 Partnerships: Impact on learners – parental engagement

- Staff have established positive, trusting relationships with parents. Senior leaders actively promote school life and improvement priorities through open communication. This includes regular updates, newsletters, meetings, and information on the school website. Almost all parents feel confident approaching the school with questions, suggestions, or concerns. This collaborative approach builds trust and keeps families well-informed about school developments.
- Parents value regular, timely communication from the headteacher and staff about their child's progress. Staff provide clear updates that help parents engage with their child's learning. Teachers share progress through parents' evenings, reports, newsletters, and an online profiling system. These approaches keep parents well-informed and confident about their child's learning journey. This strengthens parental involvement and ensures they feel valued as partners in supporting learning.
- The Parent Council works closely with the school and wider parent forum, successfully raising funds to enhance access to learning resources, including outdoor learning resources, library books and laptops. Going forward, the school and Parent Council should continue to work together to reduce the cost of the school day. For example, by reviewing school trips and supporting equitable access to local learning experiences.

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, young people. 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

- The wellbeing of children is central to the work of the school. Children benefit from a warm, nurturing and inclusive environment. Relationships between staff and children are consistently positive, supportive, and aligned with the school's values. This is underpinned by a strong commitment to upholding children's rights. Senior leaders and staff know children and their families well and place a strong emphasis on promoting inclusion. As a result, most children feel safe in school. Children are confident in identifying a trusted adult they can approach if they have any worries or concerns.
- Across the school, children benefit from daily wellbeing check-ins with teachers. This enables staff to effectively monitor wellbeing closely and respond promptly to emerging concerns. Children complete wellbeing surveys twice a year, providing senior leaders and teachers with valuable information to shape both whole-school wellbeing initiatives and targeted individual support. Where necessary, effective one-to-one interventions and follow-up discussions ensure that individual needs are met. To build on this positive practice, staff should revisit the wellbeing indicators with children to strengthen their shared language of wellbeing, enabling them to discuss their feelings more confidently and recognise the factors that influence their wellbeing.
- Senior leaders, teachers, support staff, the community link assistant, and the support for learning teacher work very well together. They plan collaboratively and deliver appropriate targeted support across literacy, numeracy, and social and emotional wellbeing. These interventions are carefully planned, monitored, and reviewed. This ensures they are effective and have a strong impact on children's progress, engagement, and confidence. Senior leaders regularly evaluate when additional support is no longer required, fostering children's independence and resilience.
- Staff engage in a wide range of relevant professional learning, enabling them to support children's wellbeing effectively. They are particularly responsive to the needs of children experiencing trauma, including bereavement. Families value the sensitive support provided. Staff have strengthened their skills in supporting children exhibiting distressed behaviour and attachment difficulties, helping children develop resilience and overcome challenges. The school's commitment to nurturing approaches has been formally recognised through accreditation. This reflects the positive impact of this work on children's wellbeing and ability to thrive in school.

- Children talk confidently about learning that helps them make healthy lifestyle choices, including healthy eating, physical activity and fitness and developing positive friendships. Whole-school events, such as Anti-Bullying Day, Mental Health Awareness Day and sessions on cyberbullying and online safety, reinforce key wellbeing messages. Teachers make effective use of a wellbeing, social and emotional learning framework to deliver lessons in a consistent and progressive way.
- Senior leaders and staff have a strong understanding of their statutory responsibilities in safeguarding, child protection, and health and safety. This ensures that wellbeing, inclusion, and equality remain central to school practice. The progress of children who are care experienced, or for whom English is an additional language, is monitored carefully to ensure timely, well-targeted support meets individual needs. This inclusive approach helps children feel valued, achieve success, and participate fully in school life.
- The school prioritises universal support within classrooms, ensuring children's needs are met through high-quality learning and teaching before targeted interventions are considered. Where out-of-class support is required, it is planned carefully to minimise disruption to learning. Senior leaders support staff in developing effective child plans, leading to greater consistency in planning across the school. Staff involve children and families meaningfully in the planning process, ensuring that support strategies reflect individual strengths and needs. Staff communicate effectively with partner agencies, ensuring children receive timely and targeted support. Almost all parents feel confident that their child receives the help they need to succeed. Senior leaders and staff set clear, specific and measurable targets, and plan regular reviews to monitor progress and ensure support remains appropriate and effective. As a result, children demonstrate greater engagement and confidence in class, and benefit from a more consistent and effective approach to meeting their individual needs.
- Senior leaders follow national and local guidance to manage and record incidents of bullying. Most children feel confident that concerns are addressed, and almost all parents agree that the school responds effectively. A few children would benefit from additional guidance on identifying bullying and seeking support. This should help all children feel more confident about what to do when experiencing or witnessing bullying, fostering a consistent and transparent approach.
- Teachers work closely with partner agencies, parents, and carers to ensure transitions support the wellbeing and inclusion of all children. Enhanced transition planning for a few children moving from P7 to S1 helps them become familiar with staff, routines, and the new environment, reducing anxiety and promoting confidence. All P7 children experience planned transition activities, including physical education sessions at the secondary school. This provides children with opportunities to adapt to the new setting and build relationships with staff and new peers. Staff support transitions into P 1 and within the school well, ensuring key transition information is passed on to relevant staff. Buddy systems support well children's wellbeing and confidence.
- Senior leaders and staff provide regular opportunities for children to celebrate individuality and shared values through assemblies and achievement recognition. Children engage actively with the United Nations Convention on the Rights of the Child, demonstrating a strong understanding of equity and equality. The school has achieved national accreditation for

promoting children's rights, reflecting its commitment to inclusion. This understanding is evident in how confidently children discuss and apply their rights in daily school life, influencing actions and decisions. Staff have established a strong foundation in equality and inclusion, fostering respectful behaviours and positive attitudes across the school community. This promotes a culture where diversity is valued, and discrimination is challenged. Staff should continue to build on this by increasing opportunities across the curriculum to strengthen children's skills and deepen their understanding. This will enable them to recognise and challenge discrimination and prejudice while ensuring diversity is consistently celebrated and valued throughout the school.

3.2 Raising attainment and achievement

satisfactory

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 English, numeracy and mathematics is satisfactory. A majority of children are on track to achieve expected CfE levels in literacy and numeracy. A few children could achieve more, particularly in reading and writing. Children requiring additional support are making progress in line with their prior attainment.

Attainment in literacy and English

- At early and first level, a majority of children are making satisfactory progress in reading and writing. At second level most children are making satisfactory progress in writing and reading from their prior levels of attainment. Across the school most children are making good progress in listening and talking.

Listening and talking

- Across the school most children listen carefully to teachers and each other. They are eager to contribute to class and group discussions. At the early level, children listen well to stories and follow simple instructions. Those working at first level express their ideas clearly, take turns, and respect others' opinions. At second level, most children build on others' contributions and share additional points of view. Staff should continue to encourage a few children to participate more actively and with confidence during discussions.

Reading

- At early level, a majority of children identify letter sounds and blend them to read simple words. They use pictures and patterns to help make sense of new texts. A majority of children working towards first level read aloud familiar texts, tackling new words and texts with confidence, using picture cues to help. They read with expression and attention to simple punctuation. They are familiar with the features of a fictional text, but less confident discussing non-fiction. A majority of children working towards second level are developing skills in finding and using information. They scan texts from a range of sources to find, select and sort relevant information from a range of sources including digital texts. Across all stages staff should ensure children develop improved skills in understanding, analysing and evaluating texts.

Writing

- At early level, children explore writing through play, and a majority can copy or attempt simple sentences using letter sounds. At first level, most children spell common words correctly, use punctuation accurately and begin to use conjunctions. A few can write longer pieces of text to

share information or opinions. At second level, most children plan and organise writing effectively, using paragraphs to structure their ideas.

- To improve writing across the school staff should continue their plan to review whole school approaches. At all stages, children should have more regular opportunities to write for enjoyment, choosing subjects, purposes, and formats that interest them. Staff should continue to support learners to improve the quality and standard of writing across the curriculum. Staff should ensure children apply their writing skills in meaningful and real-life contexts. Stronger links between writing and engagement with high-quality fiction and non-fiction texts would enhance children's motivation and development as writers. At all stages, staff should support children who find writing challenging to engage with appropriate, tailored activities.

Numeracy and mathematics

- Across all stages, a majority of children are making satisfactory progress in numeracy and mathematics. Children's skills in basic numeracy are stronger than in wider mathematical understanding. Staff should ensure children have regular opportunities to practise and apply concepts in real-life situations throughout the year.

Number, money and measure

- At early level, most children count confidently to 10 using practical materials and can match numbers to objects. They apply counting skills naturally in play and everyday routines. Most children working at first level use mental strategies to solve addition and subtraction problems and work confidently with numbers up to 1,000. At second level, most children show increasing speed and accuracy in multiplication and use their knowledge to calculate area. Older children develop important life skills by managing money, creating budgets, and understanding interest rates.

Shape, position and movement

- At early level, children describe positions using words such as 'in front' and 'behind' and can name common two-dimensional shapes. Children working at first level identify angles in everyday objects and within shapes. Most children at second level measure and draw angles accurately using protractors and apply their knowledge to calculate missing angles.

Information handling

- Across all stages, children would benefit from regular opportunities to develop skills in collecting, presenting and analysing data and information in meaningful and relevant contexts. They lack confidence and knowledge in this aspect of mathematics.

Attainment over time

- Attainment in literacy and numeracy is showing an emerging pattern of improvement as teachers deepen their understanding of national benchmarks, use CfE progression frameworks, and deliver higher-quality learning and teaching. Teachers track children's progress in literacy and numeracy closely, discussing it regularly during planning and attainment meetings. The headteacher has developed helpful class overviews that identify individual needs and next steps, supporting targeted learning. This ensures that teaching is focused, children receive appropriate support, and progress is maximised.

- Senior leaders and teachers analyse data to monitor the progress of all children, including those affected by social or economic disadvantage. Interventions are well planned to address gaps in learning and promote wellbeing, literacy and numeracy. Currently, some subjects are not consistently taught, monitored, or tracked, which means children are not making sufficient progress across their learning. Staff now need to strengthen these processes to ensure all children build effectively on their prior learning across the full curriculum.
- The average attendance is 95.30%. This is an improving trend and is in line with the national average. There are no children on part-time timetables. Overall attendance figures are affected by families taking holidays during term time. The headteacher monitors attendance in line with local authority guidance and works closely with families who may require support. A family learning practitioner supports the school in this aspect of their work. Children and their parents are aware of the focus on improving attendance. Improved attendance, and timekeeping is supporting better engagement in learning and increasing attainment.

Overall quality of learners' achievements

- Children's achievements, both in and out of school, are valued and celebrated through assemblies, displays and the school's house system. Children take pride in earning house points for effort, achievement and positive behaviour. Older children take on responsibilities as house captains and buddies, while all children participate in leadership groups such as art, science and sport every two weeks. P7 children help organise and lead these groups. Staff should now support children to recognise and articulate the skills they develop through these roles.
- Staff and partners offer a wide range of clubs and activities, including sport, gardening, choir and crafts that the majority of children attend. These opportunities enrich children's experiences out with the school day. Children also enjoy representing the school in competitions. Moving forward, staff should track participation and achievement to ensure all children benefit and no one misses out.

Equity for all learners

- Staff know their children and families well and work hard to ensure that financial circumstances do not limit learning or participation. The cost of the school day is actively considered when planning activities and events. The Parent Council raises funds to help ensure all children can take part in trips and wider experiences. The school uses PEF effectively to raise attainment, and close the poverty related attainment gaps, particularly in literacy and numeracy. Senior leaders make use of additional funding to purchase staff who support targeted interventions that improve confidence, behaviour and learning. These interventions are evaluated regularly and are making a difference.

Explanation of terms of quantity

The following standard HMIE 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.

On behalf of His Majesty's Chief Inspector of Education in Scotland.