

Summarised inspection findings

Our Lady of Good Aid Cathedral Primary School

North Lanarkshire Council

7 October 2025

Key contextual information

Our Lady of Good Aid Cathedral Primary School is a denominational primary school situated near the centre of Motherwell. It serves the areas of Forgewood, central Motherwell, Ravenscraig and Leven Street. The school shares a campus with Our Lady of Good Aid Cathedral Nursery Class and two other local authority schools. A headteacher, two deputy headteachers and two principal teachers make up the school's senior leadership team. The headteacher is also the registered manager of the Our Lady of Good Aid Cathedral Nursery Class.

The headteacher was appointed in September 2020. One deputy headteacher is funded by Pupil Equity Fund (PEF).

The school roll is 520 children arranged across 20 classes. There are 43% of children who reside in Scottish Index of Multiple Deprivation (SIMD) deciles 1 and 2. There are 40% of children who require additional support with their learning and 29% of children have English as an additional language. There are 19% of children who are entitled to free school meals.

1.3 Leadership of change

excellent

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 provides outstanding, inspirational leadership to the primary school community. All staff and children are empowered to take a very active role in leading improvement and change across the school. All staff share the headteacher's very high aspirations for the work of the school to achieve the very best possible outcomes for all children. They work extremely well together, with all children and with parents, to lead and implement very high-quality change and improvement across the school. As a result, the pace of change in the school is very well-managed, is brisk and highly effective, and exemplifies very strong practice.
- All staff ensure their work is underpinned by Gospel values and the school values of love, perseverance, connection and growth. Senior leaders created these values in 2020, following robust consultation with staff, children and parents. Staff ensure the values remain relevant to the current context of the school through regular reviews. All staff model the values very effectively. All children articulate and demonstrate a deep understanding of the values very successfully in their actions and interactions with adults and each other. As a result, all children learn in a welcoming, nurturing environment where everyone is included and their contribution to school life is highly valued.
- The headteacher has a relentless focus on the continuous improvement of the school to achieve the best possible outcomes for all children. This very strong focus on school change and improvement is shared by all staff and children in the school. Senior leaders have created a strong working ethos where staff work very well collaboratively and value professional learning and development highly.

- The headteacher has developed and implements fully a robust quality assurance calendar in the school. This includes regular observations of learning and teaching, monitoring of teachers' planning and regular tracking meetings to discuss children's progress. Senior leaders and staff regularly use challenge questions in 'How good is our school? 4th edition (HGIOS4)' to evaluate the work of the school. This is helping all staff to have a deep professional understanding of high-quality self-evaluation. Senior leaders seek the views of parents through in-person events and online questionnaires. Recently parents attended a school improvement workshop with their children. Together with the headteacher, they reviewed the progress towards school improvement priorities this academic session and discussed possible improvement priorities for next session. They also considered carefully how senior leaders use Pupil Equity Fund (PEF) to support closing attainment gaps in children's learning. These robust approaches to self-evaluation ensure staff and parents have ownership of school improvement priorities which are relevant and meaningful to the school community.

- All children are fully involved in all aspects of school leadership and school improvement. The 12 house captains make up the 'smart school council'. The smart school council seek the views of all children about school improvement regularly. They use challenge questions in 'How good is OUR school?' as starting points for discussion. Children created and designed a suggestion box to collect views on how to improve further the work of the school. Children use this well to share their ideas. The smart school council members use information gathered very effectively to identify priorities, develop clear action plans and provide activities for all children to lead aspects of school improvement. For example, the smart school council took action to improve the school library following their self-evaluation activities on how to raise attainment in reading. Recently, members of the smart school council visited the local parish to consult parishioners about their ideas for activities to include in the school's 150-year anniversary celebrations. Children also engaged with parishioners following Sunday Mass to gather their views about school improvement. Parishioners who do not have children attending the school, value these opportunities to be involved in school improvements and activities. Information gathered through looking inwards and outwards is helping the smart school council to lead improvement and change across the school. Across the school all children work with a range of leadership groups to improve the school and wider community. For example, the 'campus connection' group worked with representatives from the other schools on campus to provide food for a local food bank.

- All staff have a very strong focus on ensuring change becomes embedded in the work of the school. All teachers have leadership roles across the school. For example, all teachers are fully included in one of four professional learning communities (PLC) led by teachers who are 'pedagogy leads'. They meet regularly to discuss improvement activities in their own class and share effective practice and pedagogy across the school. Teachers from one PLC audited and reviewed learning spaces across the school to support high-quality learning and teaching. Teachers consulted children to identify what children need and want in learning spaces to help them be more motivated and fully engaged in their learning. Working together, teachers and children developed attractive, well-resourced learning zones within each of the four learning 'streets'. All children benefit from and are highly engaged in learning in these well-resourced 'streets'.

- All pupil support staff welcome the leadership roles they have. For example, pupil support staff share their successful practice with colleagues outwith their school. They shared their deep understanding of targeted support initiatives by providing training in other schools for pupil support staff within the local authority. This training focussed on strategies to support children who require additional support. Pupil support staff work very effectively with teachers to lead and deliver targeted interventions to children who require additional support with their learning.

- Senior leaders developed the school's 'learning, teaching and assessment framework' in consultation with all staff, children and parents. Led by the headteacher, staff have developed bespoke 'Active8' approaches to learning and teaching. All children now benefit from learning in a range of adult-led, adult-initiated and child-led activities each day. The school's 'Active8' approaches to learning, teaching and assessment are embedded at the heart of the curriculum rationale. Children articulate clearly how these approaches help them to engage well in their learning which they enjoy highly. Children and staff have led sharing these approaches with schools in another local authority. They welcomed teachers and children from these schools to observe learning and teaching in school. They supported these teachers to develop and implement these approaches to learning and teaching in their own schools. Children and teachers visited one of these schools to audit and quality assure the newly developed learning spaces. This is helping to support system-wide improvement. Staff involved in this work outwith the authority say levels of pupil participation and engagement in learning activities have significantly improved in their own schools.

2.3 Learning, teaching and assessment

excellent

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 Gospel values and school values underpin the highly positive relationships across the school very effectively. The shared values of love, connection, perseverance and growth are integral to the life and work of the school community. All staff model these values exceptionally well and develop very positive, caring relationships with children who in turn, demonstrate these qualities in their relationships with peers. All staff encourage children to be the best they can be and create a very nurturing and inclusive learning environment for all children. As a result, all children are highly motivated and eager to learn. They are very keen to share their learning and are incredibly proud of their school and the part they play in it.
- All children's behaviour is exemplary. Across the school, all children are very polite, confident and respectful. All staff have extremely high expectations of behaviour based on the school and Gospel values. They have created a very calm and purposeful climate for learning which supports children to engage very well in their learning.
- Teachers' consistent use of high-quality approaches to learning and teaching are of an outstanding standard and are embedded well throughout the school. In all classes, teachers follow a comprehensive school policy which details their sector-leading 'Active8' bespoke approach. All teachers use this approach, based on high-quality professional learning linked to national guidance on play-based learning, consistently very well in all classes. They provide a range of adult-led, adult-initiated and child-led activities very well throughout the day. This results in all children accessing highly motivating tasks across the curriculum which are very well-matched to their needs. Almost all children lead their own learning very well. They plan carefully what they will learn and when each day. This includes planning how they can extend their learning across the curriculum.
- All teachers share the purpose of lessons skilfully and provide clear explanations and instructions. All children listen attentively and work very well individually, in pairs and in groups. All children have opportunities to exercise choice in most of their learning activities. All children share confidently what they already know and what they would like to learn more about. They have a deep understanding of their progress in learning. All children identify what and how they would like to learn across the curriculum. For example, each day they choose the order of their tasks, how to undertake a task, and with whom they will learn. All children use knowledge gained in adult-led tasks to help them reflect fully on prior learning. All teachers support children very well to make connections with new learning. In most learning activities children confidently co-construct the steps for success in their learning. All children reflect on their own success in learning as they self-assess their work.
- All teachers provide highly effective written and verbal feedback for children about their progress and next steps in learning. Children self- and peer-assess their work regularly with confidence. They give supportive and helpful feedback to each other. This results in all children

being very clear about their next steps in learning and articulating very well the skills they are developing.

- Teachers make very effective use of digital technology to enhance learning and teaching. For example, they use interactive whiteboards and matrix barcodes effectively to support children's learning across the curriculum. Across the school children demonstrate confidence in using peripheral devices, coding systems, search engines and online applications very successfully to enhance their learning.
- Teachers work together very effectively to develop the schools bespoke 'Active8: Let's Play' approaches in P1 and P2. They have a clear focus on developing children's learning and engagement. Teachers use the 'learning street' space very effectively to provide a range of stimulating learning environments, linked to children's interests. Teachers use a balance of child-initiated activities, adult-initiated and adult-led activities to support children's learning very successfully. Teachers use observations to assess and record children's learning. As a result, children can explain what skills they are developing in their play. Children talk confidently about how these tasks engage and motivate them in their learning.
- Teachers use an appropriate range of assessment approaches very well to evaluate children's knowledge, understanding and progress in learning across the curriculum. These include standardised assessments and formative assessment strategies. They make highly effective use of data gathered through assessment to support their professional judgements on children's achievement of a Curriculum for Excellence (CfE) level.
- Teachers work collaboratively with their stage partners to plan learning and teaching across the curriculum in the long- medium- and short-term. Senior leaders and teachers meet termly to track children's progress across all curriculum areas. The leadership team have established robust, systematic approaches for tracking and monitoring children's learning and progress across the curriculum. They identify children's attainment and measure progress accurately through very well-established processes. Teachers use this comprehensive information to plan high-quality learning linked to CfE experiences and outcomes, using progression pathways.
- Senior leaders have used PEF to fund an attainment team (A Team). This is a group of teachers and support staff who have a specific remit to raise children's attainment in literacy and numeracy. The A Team work very effectively with teachers to identify individuals and groups of learners who have gaps in their learning. Together they plan appropriate interventions. They also discuss children who are exceeding levels and are requiring further challenge and plan appropriately challenging learning. All children speak very positively about the supports the A Team provide them with, in both their learning and emotional wellbeing.

2.2 Curriculum: Learning pathways

- The school's curriculum has recently been reviewed and refreshed, further embedding the school's ethos, values and context. As a result, the curriculum is highly relevant to children's needs and interests. Teachers use progression pathways, which are based on CfE experiences and outcomes, for all curriculum areas very effectively. This helps all children to build upon their prior learning as they progress through the school.
- All children receive two hours of high-quality physical education each week, including indoor and outdoor lessons. All P7 children are being trained as sports leaders and run additional extra-curricular sessions for groups of P1-P3 children. This experience helps older children to develop confidence and leadership skills.
- All children learn Spanish from P1 to P7 through a progressive programme. As planned, senior leaders should now ensure that children in P5-P7 can also access a second modern language in line with the Scottish Government's policy, Language Learning in Scotland: A 1+2 Approach.
- All children experience high-quality learning which makes relevant and meaningful links across the curriculum. This is helping all children to develop their knowledge and understanding of society, the world and Scotland's place in it. All children benefit from high-quality, progressive outdoor learning activities as they move through each stage of the school. For example, they enjoy developing their skills and confidence through den-building, making minibeast hotels and natural art. Staff should continue to develop their supportive working partnerships to enhance the outdoor learning provision.
- Children at all stages speak with understanding and confidence about the skills that they are developing through their day-to-day learning experiences. They regularly use their 'skills mats' to identify relevant skills for life, learning and work, including higher order thinking and meta-skills. They link these skills accurately to their learning.
- All children develop a strong understanding of their faith and other world religions through a well-planned religious education programme. They have regular opportunities for religious observance in school and in the local cathedral.

2.7 Partnerships: Impact on learners – parental engagement

- Parents welcome the visibility of senior leaders in the school playground at the start and end of each school day. This allows parents to discuss their children's wellbeing, progress or any other information informally if required. Almost all parents feel that the school is well led and managed, and that school staff know their child as an individual.
- Staff organise a range of workshops, activities and meetings to engage with parents and help them support their children's learning. For example, parents and children enjoy and benefit from the 'learning together' homework club. Staff also provide workshops for families on literacy, numeracy and health and wellbeing which are well attended. Parents appreciate the early notification and scheduling of these workshops which supports them to plan their attendance well in advance. The school website newsfeed is regularly updated and showcases events, children's work, achievements and news stories. Staff also use a digital application to provide timely updates, reminders and information to parents. This helps families to know what is happening and how they can get involved.
- The active Parent Council supports the work of the school very well. The headteacher consults with the Parent Council at all stages of the school's improvement planning process. This ensures parents are involved in setting school priorities and in other important decisions, such as the use of PEF. The Parent Council plays a key role in fundraising to improve outcomes for children. For example, more construction play equipment was purchased following a request from children on the smart school council. Children develop their skills of collaboration, problem solving and creating as they play and learn using the new resources.

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

excellent

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

- All children learn in a very positive, caring and supportive environment where all staff have a relentless focus on improving wellbeing outcomes for children. All staff have a deep professional understanding of the need to support and develop children's wellbeing. Their focus on wellbeing exemplifies best practice. Staff and children demonstrate consistently the school's very well-embedded values of love, perseverance, connection and growth. All children are very polite, welcoming and respectful of each other. Across the school, there are very positive relationships amongst children and between children and adults. As a result, children thrive in a very calm, purposeful and supportive environment.
- All children are exceptionally well behaved. The headteacher and staff have created an environment where the highest standards of behaviour are expected and maintained. From initial enrolment, children and families are welcomed into the school community. Staff provide highly effective support to help new children and their parents to settle into the school. For example, they provide free school uniform to help children to feel part of the 'Cathedral family'. Staff have embedded a well-considered relationships policy across the school which is strongly underpinned by nurturing principles. This work is of a very high quality and supports children sensitively to achieve their best. All children speak very positively about the impact of the school's relationship policy and explain confidently how they respect themselves, others and property. As a result, almost all children are very happy, calm and settled in school. There have been no exclusions from school in the past five years.
- Almost all children feel safe in school and talk confidently of how staff help them to stay safe. Children feel very well respected by teachers, support staff and their peers. They identify a number of trusted adults who they know will help them if they have a worry or concern. Senior leaders and staff have developed and embedded highly effective holistic strategies to prevent and respond to bullying, including a well-considered school policy. Almost all children and parents feel that when any incidents do occur, these are dealt with well by staff.
- Across the school, children demonstrate a deepening understanding of children's rights and feel their rights are respected. All classes have a class charter, created by the children, for the children. This helps all children to have a strong knowledge and understanding of their individual class charter. Staff and children are now working together to achieve national accredited recognition for their work on rights-based learning. Senior leaders ensure children's rights are a regular focus of school assemblies and this is supported further by class lessons. The highly effective work of the 'rights respecting pupil group' to help children understand and know their rights ensures that children's rights are central to the life of the school.
- Almost all children demonstrate a very secure understanding of the wellbeing indicators. They describe with exceptional clarity how their learning in school helps them to develop their wellbeing. Teachers plan learning with a monthly focus on a wellbeing indicator, providing

children with progressive, real-life learning experiences to explore these wellbeing themes. This is impacting very positively on children's understanding of their own wellbeing.

- All staff are very highly skilled and proactive in identifying and addressing children's wellbeing concerns. Teachers support children to reflect on their wellbeing through twice yearly wellbeing assessments. Where there are concerns about an individual's wellbeing staff use an additional wellbeing assessment to gather greater detail. Teachers discuss these assessments with children and plan sensitively interventions to improve children's wellbeing. Children's learning and understanding of the language of wellbeing helps them to discuss with exceptional clarity how these interventions have helped improve their physical, mental and emotional health.
- All children undertake regular exercise and physical activity. They discuss with confidence the sporting and life skills they develop in school. Older children explain how their learning in physical education links to learning in other areas of the curriculum. Children at all stages benefit from a very extensive programme of lunchtime and after-school activities provided by staff and older children. Children speak enthusiastically of the activities provided through the 'Come Clubbing @ Cathedral' programme. Teachers track children's participation in these groups robustly and work with children and families to ensure all children can be included if they so wish. Children are rightly proud of accreditation and awards received in recognition of the school's commitment to sport and exercise.
- Children develop a deep understanding of health and wellbeing through a robust, balanced and progressive curriculum programme. Staff are skilled in supporting children to discuss and learn about sensitive health issues. Children and families benefit greatly from working with a range of highly skilled partners to help them understand and improve their wellbeing. For example, local authority partners work with families and children to help them improve their emotional wellbeing.
- Staff fulfil their statutory duties in relation to wellbeing, equality and inclusion very well. All staff undertake regular safeguarding and child protection training. They participate in professional learning to implement the Getting it Right for Every Child (GIRFEC) National Practice Model. Further to this, all staff have undertaken training on 'The Promise' framework and trauma-informed practice. This leads to children receiving appropriate and timeous support to address any significant wellbeing issues.
- 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 who require additional support with their learning, including those who are care experienced, are supported very well by highly skilled and committed staff who know each individual very well. All teachers track children's learning and wellbeing needs rigorously. This ensures children who require additional support are identified quickly and supported to achieve. Senior leaders ensure that learning targets are clear and impactful, and that support plans are reviewed and updated regularly with parents and children. Children who require additional support are making very good progress in their learning and wellbeing as a result of the school's highly effective approaches.

- Almost all children feel that the school helps them to understand and respect other people. They are active participants in making the school a highly inclusive learning environment through their positive actions and interactions. Children learn about diversity through attractive displays, assemblies and progressive curricular learning experiences. They are aware of a range of protected characteristics and describe clearly how they would challenge racism and why they would do so. All children have access to a broad range of texts and genres from the school library. Teachers help children to develop their awareness of racial literacy through the wide range of texts available. There is a helpful tool within the website which allows parents to translate the information easily into their chosen language from over 100 languages. This helps all parents to have full access to the school daily online newsfeed and keep updated with the work of the school.

3.2 Raising attainment and achievement

very good

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

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

Attainment in literacy and numeracy

- Overall attainment in literacy and numeracy is very good. Most children across P1, 4 and 7 attain nationally expected levels in literacy and numeracy. At all stages, a few children are working beyond expected levels.
- Most children who require additional support are making very good progress towards their individual targets.

Attainment in literacy and English

- Across the school, most children make very good progress from their prior levels of attainment in reading, writing, listening and talking.

Listening and talking

- Across all stages almost all children are articulate and listen carefully to explanations. They listen well to each other and offer their own ideas and opinions. At early level, most children share their own experiences during discussions and ask questions to find out more information. They would benefit from further practice generating rhyme from given words. At first level, most children discuss features of texts they are reading and are extending their vocabulary to include subject-specific terms. Within second level most children skilfully build on the views of others and engage very well in whole class and group debates.

Reading

- At early level, most children are building confidence in reading. They sound out and blend letters to read simple words. Most children use picture cues to support their understanding of texts and are beginning to decode unfamiliar words with increasing accuracy. Across first and second level, almost all children identify a range of genres and clearly describe the features of their favourite style of text. At first level, most children are enthusiastic and fluent readers. At second level most children answer higher order questions about texts well.

Writing

- At early level, most children write a simple sentence using a capital letter and full stop appropriately. Children at first level are beginning to write extended pieces using punctuation and alliteration. At second level, most children use ellipsis and short sentences very well to build suspense and engage the reader. Across first and second levels, children apply their writing skills successfully across the curriculum. They use spelling strategies to accurately spell increasingly complex words. Across the school, almost all children take pride in their presentation when writing for a wide range of purposes.

Numeracy and mathematics

- Overall, most children are making very good progress from prior levels of attainment in numeracy and mathematics.

Number, money and measure

- At early level, most children recall number sequences forward and backwards within the range 0-30. They double numbers to 10 and add and subtract mentally within 20 with accuracy. They are less confident when solving missing number problems. At first level, most children are confident when rounding numbers to the nearest 10 and 100. They identify accurately the value of each digit in a whole number with three digits. They calculate simple fractions of whole numbers. They are developing their understanding of equivalent fractions. At second level, most children use their knowledge of equivalent forms of common fractions, decimal fractions, and percentages well to solve problems. They apply a range of effective strategies to solve word problems. Across the school, the presentation of written numeracy work is of a high standard.

Shape, position and movement

- Most children working at early level recognise and describe common two-dimensional shapes and three-dimensional objects. They understand the language of position and direction, including in front, behind, left and right. Most children at first level accurately identify lines of symmetry within shapes. They are increasing their understanding of compass points and using words associated with angles to provide directions. Most children at second level use mathematical language confidently and accurately to describe and classify angles. They would now benefit from applying their knowledge of complementary and supplementary angles to calculate missing angles.

Information handling

- Most children at early level link routines to events, for example they use their daily 'Active8' timetable to organise their work programme for the day. They are developing their skills in interpreting data well. Most children at first level understand simple bar graphs and charts and use them successfully to interpret key information. At second level, most children devise ways to gather data suitable to their task. They organise this clearly in tables, bar graphs and pie charts and interpret the information.

Attainment over time

- All staff have a clear strategy for, and a strong focus on, raising children's attainment by focusing on high-quality learning and teaching. This is supporting staff very well to raise the attainment over time for most children in literacy and English and numeracy and mathematics. Senior leaders and staff track children's progress and attainment effectively in all curriculum areas over time. They use a wide range of assessment data to identify and address any attainment gaps and set achievable targets. Skilled staff provide support through a range of targeted and universal interventions. Children make very good progress across the curriculum.
- Currently the overall attendance figure for the school is 93.8%. This is above the national average. Senior leaders are proactive in encouraging attendance through regular communication via the school website news feed and the school's digital application. They monitor school attendance rigorously to identify and support a few children and families who may find attending school challenging. In doing so, they work together very effectively with partner agencies to ensure children attend school as regularly as possible. This results in high and improving levels of attendance. At the time of the inspection there were no children experiencing part-time education.

Overall quality of learners' achievements

- Staff award weekly 'pupil of the week' certificates at assemblies to celebrate children who have gone above and beyond. Pupil successes and wider achievements are regularly celebrated on the school website.
- Children across the school participate in a wide range of personal achievement activities during and after school through 'Come Clubbing @ Cathedral'. Through these activities children are demonstrating skills such as collaboration and communication. Almost all children are involved in these musical, sporting and creative activities and identify the key skills they are developing.
- All children actively engage with the school's Rose Trainer achievement award. This provides a progressive achievement framework to support all children to develop the attributes for them to be confident individuals, effective contributors, successful learners and responsible citizens. These key life skills are demonstrated in the work of the children at home and in their wider community. For example, children learn to sort their own laundry and wash their own clothes.
- Senior leaders track children's achievements and identify any child at risk of missing out. They use this information to overcome any barriers children may face. For example, children who cannot attend after school clubs are supported to attend clubs at lunchtime. School staff and children are beginning to track the skills children are developing through these achievements.

Equity for all learners

- Almost all staff have a sound understanding of the socio-economic context of families and have developed a very successful poverty-proofing strategy. They take steps to reduce the cost of the school day working closely with the Parent Council and the Cathedral parish. For example, they provide communion dresses for first communion and assist with the cost of P7 residential trips as required. School staff work with families sensitively and discreetly to reduce financial barriers.
- Senior leaders use additional funding very well to resource targeted individual and group interventions in literacy, numeracy and wellbeing through the A Team. There is clear evidence of this approach closing the poverty related attainment gap. The A Team uses assessment data highly effectively to track impact and ensure improved outcomes for children. Most children who receive support from the A Team make very good progress in their learning and wellbeing.

Practice worth sharing more widely

Led very effectively by the headteacher, staff have developed the school learning, teaching and assessment policy. At the heart of this policy are the outstanding bespoke 'Active 8' and 'Active8: Let's Play' approaches to learning and teaching. This pedagogy has transformed all children's learning. Children experience consistent high-quality learning and teaching across the school and across the curriculum. Across the school, all children are highly motivated and engage very well in learning. They select areas of their learning they wish to explore and extend and lead this learning daily. Staff and children have worked to share this pedagogy with schools outwith the local authority. Headteachers in these schools say their children are now much more engaged in their learning and are taking greater responsibility for leading their own learning.

A typical 'Active8' day includes a variety of adult-led, adult-initiated and child-led independent and collaborative activities. Whole-class lessons still feature, where appropriate, along with 'fixtures' such as assembly or physical education. Each day's learning is set out on the 'Active8' task-board and various icons indicate if, for example, the activity requires direct input from the teacher, should be completed using a digital device, or is a 'Milestone Moment', such as an assessment activity.

A major advantage of the school's 'Active8' approach is that it creates time and space for the teacher to observe learners, provide one-to-one support, give live feedback and engage in high-quality learning dialogues.

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.