

Summarised inspection findings

Parkhead Primary School

West Lothian Council

12 May 2026

Key contextual information

Parkhead Primary School is a non-denominational school situated in West Calder, West Lothian. It serves the communities of West Calder, Polbeth and the surrounding rural area. The school roll is 395 children arranged across 15 classes. The headteacher has been in post for 16 months. She is supported by a deputy headteacher and two principal teachers. Over the last year, the school has experienced a number of staffing changes, including within the school leadership team.

Most children live in Scottish Index of Multiple Deprivation deciles 3 to 7. Senior leaders report that 33% of children require additional support with their learning. Approximately 23% of children in P6 and P7 are registered for free school meals and 15% of children have English as an additional language.

Parkhead Primary School nursery class was inspected by the Care Inspectorate within the past 18 months, therefore, the local authority and headteacher had the option to include the nursery class as part of this inspection. We have agreed with the local authority and school that the nursery class is not part of this inspection. The findings set out below are for the primary school stages.

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	

- Children and staff are welcoming to visitors and are kind and polite to each other. They are proud of the school. Children, staff and parents have a strong understanding of the values which underpin the life and work of the school. They have a clear sense of identity and belonging. The headteacher recently reviewed the values of individuality, nurture, self-belief, perseverance, independence, respect and empathy (INSPIRE) with the school community. Stakeholder feedback confirmed their continued relevance to the current context. Children and adults demonstrate these values very well in their interactions throughout the school day. Almost all staff revisit these regularly with children in class and through daily conversations around the school. As a result, children speak articulately about how the school values relate to their own and others' lives.
- The headteacher shows strong and effective leadership of staff and the school community. She works closely with senior leaders and staff to plan and deliver, at pace, an extensive improvement agenda. The headteacher collaborates with staff, parents and children well, to create clear plans to support continuous improvement. This includes the effective use of surveys, focus groups and sustaining productive on-going dialogue with children and parents.

The headteacher uses the wide range of evidence gathered to create a clear rationale for future improvements.

- All teachers participate in evaluating the work of the school and agreeing school improvement priorities. They use How good is our school? 4th edition (HGIOS4) and engage purposefully in surveys and consultations linked to school improvement. Staff have a developing understanding of the strengths and areas of development for the school. The headteacher outlines the school's approach to raising attainment and improving children's wellbeing well within the school improvement plan. There are clear connections between self-evaluation, improvement planning and professional learning. This session, staff have agreed appropriate priorities including increasing children's engagement in learning and improving children's wellbeing. As planned, the headteacher should continue to develop all staff's confidence to engage meaningfully in self-evaluation processes. Senior leaders should consider how best to evaluate more rigorously the impact of improvement activities on outcomes for children and families. Importantly, senior leaders should refine improvement plans to focus on actions that will positively impact children's outcomes the most.
- The headteacher has developed and systematically implements a comprehensive quality assurance plan. She has made appropriate links to a staff collegiate calendar. The headteacher protects time for all staff to engage in professional dialogue on learning and teaching, planning, tracking and monitoring. Senior leaders should share more widely data and trends from quality assurance activities with staff. Senior leaders should make clearer the links to school-wide quality assurance and impactful improvements. This should help senior leaders ensure all new policies and agreed approaches are implemented consistently and well in all classes.
- Leadership at all levels is evident across the school and there is a strong sense of teamwork. Most staff are reflective and are keen to develop their individual and collective skills. Staff feel supported and encouraged to take forward new initiatives, including through helpful discussions at their professional review and development meetings. Almost all teachers undertake aspects of leadership roles, which contribute well to school improvement, such as developing learner engagement and literacy and numeracy toolkits. This includes the work on the successful implementation of masterclasses. Staff undertake regular professional learning, including through enquiry-based approaches. This includes, developing approaches to phonics and literacy. Teachers should now evaluate these approaches to determine what is working well. The most effective approaches, where appropriate, should be developed across the school.
- Children's voice and participation is a key feature in the school. Most children believe staff listen, value and action their suggestions for improvement. Children share confidently aspects of changes to the school they have led, such as the introduction of reading weeks, developing approaches to children's rights and digital learning. Leadership by children, for children across the school is very effective. Children speak very positively of their leadership roles and how they support them to improve the school. They are rightly very proud of their roles as decision makers, for example, the work of the reading group who delivered a well-received reading week. Children have extensive opportunities to extend and deepen their skills through approaches such as masterclasses and decision-making groups. As they do so, children create improvement plans and appropriate measures of success for their work. Senior leaders should

now deepen children's involvement in self-evaluation approaches. This should help children to evaluate school strengths and areas for improvement.

- Most staff have a strong understanding of the socio-economic context of the school. They know their children and families very well. This allows them to provide sensitive support for children and families who may face social and financial challenges. Senior leaders consult extensively with staff, parents and children about how Pupil Equity Funding (PEF) should be allocated and used to help close the school's poverty-related attainment gap.

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

- All children are welcoming, respectful and proud of their school. Most staff know children well as individuals. Relationships between children and staff are positive, and almost all children interact well, showing kindness towards peers, visitors, and adults. Staff and children have developed class charters which are underpinned by children's rights and school values. Staff use class charters appropriately to help children understand their role to contributing to calm and purposeful learning environments.
- Almost all children articulate the school values and rules well and demonstrate this in their actions throughout each day. Children receive praise and positive reinforcement through house points, individual class-based points and certificates linked to the 'INSPIRE' school values. This motivates children and supports them to demonstrate effectively a positive attitude towards learning. When teachers structure and pace lessons well, almost all children sustain their concentration and engagement. In the majority of classes, lessons need to move at a faster pace. Teachers should plan appropriately paced lessons so that all children stay motivated and engaged as learners. A few children occasionally exhibit low level disruptive behaviours. However, most staff support children well to ensure learning continues smoothly.
- Senior leaders and teachers have developed a helpful four-part lesson structure which demonstrates agreed key features of effective learning, teaching and assessment. Staff use the framework to support more consistent approaches across the school for example, in almost all lessons, teachers share the purpose of learning well. Teachers provide clear instructions and explanations that allow children to understand their learning. In the majority of lessons, teachers set appropriate measures of success for children. This helps children to know how to make progress in their learning. In a few lessons, teachers co-construct measures of success with children. Teachers should ensure that measures of success link clearly to the purpose of learning to support children to understand their next steps in learning.
- Across the school, teachers ensure that skills for learning, life and work are displayed clearly and referred to consistently well as part of lessons. Most children recognise and discuss confidently the skills they use in their learning. In a few lessons, teachers make use of the skills to meaningfully link children's learning to real-life contexts. This supports children to better recognise and articulate the relevance of the skills they are learning. For example, in the strongest practice, teachers use reflective questioning to help children articulate the skills they are developing.

- Almost all teachers use questioning well to elicit information and check children's understanding. A few teachers use questioning effectively to build on children's responses and deepen their learning. As planned, senior leaders and teachers should focus on developing high-quality questioning strategies to develop further children's higher order thinking skills to extend learning.
- At the early stages, children's learning is supported very well through play-based approaches. This is a strength of the school. Teachers make effective use of national guidance and professional learning to develop their understanding of play with a focus on quality interactions, spaces and experiences. Teachers have developed successfully their learning environments to offer a range of highly motivating play experiences. They ensure an effective balance of child-led, adult-initiated and adult-led experiences. These experiences motivate children and ensure they develop their creativity, curiosity and independence very well. Children take pride in photographing their achievements during play and enjoy sharing these with their teachers and family.
- In almost all lessons, teachers use digital technology well to support the delivery of their lessons, for example, they use interactive boards effectively to introduce lessons, model learning and record children's contributions. Children across the school access devices independently to reinforce learning and record evidence of their learning independently.
- In most lessons, teachers use praise and verbal feedback appropriately to support children in their learning. In a few classes teachers explicitly link feedback to the intended learning and the skills being developed. In most lessons, teachers use a range of assessment for learning strategies from their recently developed assessment toolkit to encourage children to reflect on their progress and next steps. In most lessons, children engage in self-assessment regularly to reflect on their own progress. In a few lessons, children have meaningful opportunities to provide helpful feedback to others. This supports children to take responsibility for their learning and to understand how to improve. In writing, most teachers provide helpful written feedback. This is less consistent across other areas of the curriculum. Teachers should continue to develop their practice to ensure all written feedback is specific and clearly linked to success criteria. This should enable children to better understand their strengths and next steps.
- Teachers are beginning to use a range of assessment evidence to measure the progress children are making in literacy, numeracy and health and wellbeing. This includes a range of standardised, ongoing class assessments and holistic assessments in numeracy and mathematics. Senior leaders and staff now need to review the range and use of assessments implemented across the year. Staff should develop a more consistent and coherent approach to assessment across the school to inform next steps in learning.
- Teachers value professional learning activities in school and with colleagues from other schools to support their understanding of national standards. Recently, staff have moderated children's learning in literacy. This effectively supports teachers' understanding of national standards at the end of Curriculum for Excellence (CfE) levels.
- Teachers plan learning effectively over short, medium and long timescales. Senior leaders have recently introduced a new format for medium-term planning. This approach is helping teachers to ensure that planning better identifies what is to be learned and assessed. However,

currently planning is not yet effectively meeting the needs of all children. Teachers should now strengthen their approaches to planning to provide appropriate levels of support and challenge for all children. This should support all children to make the best possible progress. Teachers consult children about what they would like to learn in topics. This supports children effectively to have meaningful choice in aspects of their learning and strengthens their engagement and ownership of learning.

- Senior leaders use effective systems for monitoring and tracking children's progress and attainment. They meet with teachers termly through excellence and equity meetings to track children's progress in literacy, numeracy and health and wellbeing. Teachers have recently engaged in useful data dialogue sessions. Consequently, teachers are increasingly using available data effectively to identify gaps in learning. They plan class-based interventions for literacy and numeracy to support individuals or small groups. This includes specific groups of children including those who have English as an additional language or who may experience financial hardship. The majority of children involved in these interventions make positive progress against agreed measures.

2.2 Curriculum: Learning pathways

- Teachers refer to progressive pathways linked to CfE experiences and outcomes to support their planning across almost all areas of the curriculum. They should now use these more effectively to plan progressive learning experiences for children. In particular in literacy, numeracy and health and wellbeing. Teachers bundle experiences and outcomes across the curriculum and deliver these through a range of different contexts. This is helping to ensure that all children have opportunities to explore all CfE experiences and outcomes during their time at school.
- All children receive their entitlement to two hours of high-quality, progressive physical education each week. Almost all children believe that staff provide them with regular opportunities to exercise.
- All children receive their entitlement to the 1+2 modern languages approach. Across the school, all children learn French progressively. Children at P5 to P7 experience a variety of languages through identified blocks of teaching, with options including Spanish, German, Mandarin and Italian.
- Teachers at all stages deliver religious and moral education (RME) lessons each week. They provide opportunities for children to learn about different religions and about children's rights. Teachers also provide opportunities for religious observance, supported by regular visits to the local church and visits from a minister.
- Senior leaders and staff are at the early stages of implementing outdoor learning. A few teachers are engaging in professional learning to enhance their knowledge and skills. They have developed a helpful outdoor learning handbook for all teachers and now deliver weekly outdoor learning for all children in P4. Senior leaders and staff should now build on this positive start to ensure that all children across the school benefit from high-quality, progressive outdoor learning experiences.
- Children benefit from an attractive school library. Staff and reading ambassadors sought the views of children across the school before purchasing a range of engaging books to enhance this area. This is supporting children well to develop their enjoyment of reading. Children would now benefit from a wider range of books which celebrate inclusion and diversity. This should help children to develop further their respect for others and understanding of protected characteristics.

2.7 Partnerships: Impact on learners – parental engagement

- The headteacher and all staff build positive relationships with parents, partners and the local community. Teachers share evidence of achievement regularly with parents of a few younger children requiring additional support. This helps parents have clearer insight into progress that can often be harder to measure or define. The majority of parents agree that they receive regular feedback about their child's progress. Parents of younger children value the use of an online platform to share children's learning, successes and sustain helpful communication. Senior leaders should consider ways to extend this effective practice across the school.
- The headteacher and staff regularly communicate with parents through termly newsletters. Newsletters provide helpful updates on school improvements and planned activities. Parents would like further advice about how to support their child's learning at home. As planned, staff should develop opportunities where parents and their child can learn together.
- Most parents feel well informed about the work of the Parent Council. The Parent Council pro-actively supports the life and work of the school. They organise and support fundraising effectively to reduce the cost of the school day. They contribute meaningfully to initiatives linked to school improvement. This includes purchasing resources to support outdoor learning.

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

- Most children across the school use classroom charters displayed in classrooms to help them make positive choices. The charters link the United Nations Convention on the Rights of the Child (UNCRC) to the school's expectations for children and adults. Almost all teachers regularly link learning well to children's rights. In a few classes, teachers explicitly teach children about the UNCRC articles and how these apply to real life. For example, children build dens and link this to their right to have shelter. As a result, children are developing a deeper understanding of their rights and how these influence their daily experiences.
- Children are proud of their school and are polite, well-mannered and welcoming to visitors. Almost all children show an understanding of the school values, with most mirroring these values in their behaviour. Most staff have well developed positive relationships with children. Most teachers plan appropriately for children's wellbeing needs and support them through predictable and nurturing approaches. Senior leaders and staff use these approaches consistently, for example through the use of calm areas and scripts. As a result, most children's wellbeing and learning are met well. Staff are reviewing the positive relationships policy. They should continue to develop this policy to ensure it aligns with the latest research in inclusive practice that staff have been learning about.
- Staff use assemblies and daily check-ins well to increase children's understanding of individual wellbeing indicators. This helps children recognise how wellbeing affects daily life, for example, children learn how to stay safe online successfully. Children value access to quiet inside and outdoor playtime spaces that makes them feel safe and respected. Children reflect successfully on their own wellbeing each term. Staff use these reflections to guide meaningful discussions with children. This helps children to understand their needs and how to stay safe and healthy. Staff track children's wellbeing evaluations each term. This helps staff identify changes earlier and respond more effectively to support children's emerging wellbeing needs. Working with staff and children, senior leaders have recently developed learning spaces to support wellbeing, including a sensory room and 'Inspire' hub. Staff use these spaces effectively to help a few children regulate their behaviour.
- Across the school, staff work well with children to develop active lifestyle choices. Children experience a progressive PE programme with a breadth of experiences appropriate to their age and stage. Older children engage in activities beyond the school day, such as football, basketball and dance clubs. As a result, the majority of older children believe the school offers regular opportunities for exercise and helps them understand the positive impact of having an

active lifestyle. Staff target support to identified children through structured sports activities. Children build confidence, develop physical skills and strengthen wider life skills through their participation. Children's wellbeing is strengthened by valuable opportunities to take responsibility for meaningful improvements to the life and work of the school. Through roles in decision-making groups, children learn the importance of being effective contributors. They also develop their ability to relate to others and manage themselves. They are proud of their contributions.

- All staff have a clear understanding of their statutory duties. They undertake significant professional learning to support their knowledge and understanding of current legislation and guidance related to wellbeing, equality and inclusion. The headteacher is working with staff to strengthen inclusive approaches across the school. Most teachers have welcomed professional learning in areas such as behaviour management and auditing of inclusive classrooms. Children's in-class support and wellbeing is improved through teacher's implementation of their learning. In most classes children now access calm spaces where they can de-stress and refocus with increasing independence. A few children would benefit from further targeted, explicit teaching of emotional-regulation techniques to help them accelerate their understanding of how to manage their emotions.
- Children who require additional support to regulate their behaviour have appropriate individual plans and receive targeted interventions, with partner-agency involvement when appropriate. Staff appropriate use of supports enables most children to engage more positively in learning. This has led to a significantly reduced number of verbal and physical incidents over the last two years. A few children receive several interventions from different adults, including teachers, support staff, specialist staff and partner agencies. Senior leaders should ensure all staff delivering supports understand their responsibilities, others' roles, intended outcomes, and how progress will be tracked. This should provide a coherent understanding of high-quality approaches to meeting children's needs.
- Supported by staff, children have led assemblies to help their peers understand the difference between conflict and bullying. As a result, most children are aware of how to report bullying incidents. Senior leaders record all bullying concerns accurately. Staff have established a successful key adult system that offers children designated, trusted adults to whom they can raise any concerns. This has led to most children reporting that they have someone to speak to when they are upset or worried.
- Children across the school benefit from well-planned transition programmes that promote wellbeing and inclusion, for example, children starting P1 take part in a structured programme of visits to prepare for their new environment, including enhanced visits when required. Teachers collaborate well with cluster colleagues to support children moving to secondary school, including work with parents to maintain strong home-school relationships. Senior leaders and staff share key information effectively with high school colleagues, ensuring smoother transitions and better support for children. As a result, almost all children settle well into their new environments, and their mental and emotional wellbeing is effectively supported.
- The school submitted information relating to compliance with the 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 have a growing awareness of the cultural, religious and wider diversity within the school. Staff and children celebrate a range of religious festivals, such as Ramadan, strengthening children's understanding of their diverse community. Staff also make supportive adjustments, including rest spaces for children who are fasting. These approaches help children feel valued and enhance their sense of belonging. The headteacher has promoted a clear understanding of equity, helping children recognise that fair support does not always mean equal support. As a result, children are developing greater empathy and appreciation of the different needs across the school community.

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

- Most children at early, first and second levels achieve nationally expected CfE levels in literacy and numeracy. Across the school, a few children exceed national expectations and would benefit from increased challenge.
- Most children who require additional support with their learning make appropriate progress in both literacy and numeracy.

Attainment in literacy and English

- Most children make good progress in literacy and English. A few children make very good progress.

Listening and talking

- At early level, most children recognise the different single sounds made by letters and generate rhyme successfully from a given word. They follow simple instructions and communicate well with each other during play. At first level, most children contribute actively to group and class discussions. They communicate clearly and audibly and respond accurately to a range of questions. A minority of children at early and first levels should continue to develop their turn taking skills during group conversations. At second level, most children show respect for the views of others and contribute well their own ideas and opinions during group discussions. Children should now develop further their skills in presenting to a wider audience.

Reading

- At early level, most children use their knowledge of sounds, letters and patterns to read simple words. They pay attention to simple punctuation when reading aloud and make appropriate predictions about what might happen next. A few children need to develop confidence in recognising and saying sounds made by a combination of letters. At first level, most children explain successfully preferences for particular texts and authors. They understand the difference between fact and opinion and explain well how to use features of non-fiction texts. A few children should now develop their inferential understanding. At second level, most children skim texts to identify main ideas and scan successfully to find key information. They read with fluency and use appropriate pace. A few of children at first and second levels should develop further their expression when reading aloud.

Writing

- At early level, most children write for enjoyment and to convey messages and information in a range of play and real-life contexts. They try to use a capital letter and full stop in at least one sentence. A few children need to practise forming lowercase letters legibly. At first level, most children start sentences in a variety of ways to engage the reader. They plan their writing and organise their ideas and information in a logical order. A few children should develop further strategies to spell most commonly used words accurately. At second level, most children use paragraphs successfully to separate thoughts and ideas. They use appropriate vocabulary and format to convey information when writing recounts. Children should now develop skill in reviewing and correcting writing based on feedback. All children at first and second level would benefit from increased opportunities to develop their skills in imaginative writing.

Numeracy and mathematics

- Most children make good progress in numeracy and mathematics.

Number, money and measure

- At early level, most children identify and order numbers from 0–20 and identify the number before and after a given number. They accurately add two numbers within 20. At first level, most children successfully round numbers to the nearest 10 and 100 and are confident with place value within 1000. They use analogue and digital clocks to correctly tell the time using half-past, quarter-past and quarter-to. At first level, children are not yet confident in applying their numeracy skills to solve word problems. At second level, most children accurately identify equivalent fractions and express them in their simplest form. They are less confident making links between fractions, decimals and percentages.

Shape, position and movement

- At early level, most children identify simple two-dimensional shapes. They identify one line of symmetry in regular shapes. They should develop their knowledge of three-dimensional (3D) objects. At first level, most children identify a right angle. They name and describe simple 3D objects and their properties accurately. At second level, most children confidently describe properties of 3D objects. They show understanding of the relationship between 3D objects and their nets. At second level, children are less confident in identifying properties of a circle and different types of triangles.

Information handling

- At early level, most children match and sort items, for example, by colour. They have not yet developed their skills in other aspects of information handling. At first and second level, most children demonstrate an appropriate understanding of information handling. They collect data using appropriate methods, for example, by using tally marks. At first and second levels, children need to practise applying data and analysis skills regularly in a wide range of real-life, rich contexts including the use of digital technology.

Attainment over time

- Attendance is currently 92.7% and has been in line with the national average for the last three years. A minority of children have an absence of 10% or more. Senior leaders track successfully the attendance of children across the school and identify effectively children with persistent absence. They rightly recognise that there are a significant minority of children at P6 and P7 with attendance below 90%. Senior leaders, with the support of partners,

collaborate well with parents to improve children's attendance. They provide parents with information about the impact persistent absence has on children's attainment. They also contact the parents of children whose attendance falls below 90% and make plans to improve this. Senior leaders sought effectively the views of children relating to their enjoyment of school. They used this information to plan exciting activities each Monday to address the dip in attendance. These strategies are supporting staff to improve attendance for a few children. Senior leaders should now develop further their strategies to ensure that attendance is improved for all children. A few children access school on a part-time basis as part of a planned approach to support their return to full-time education.

- Senior leaders' evidence that most children across the school make good progress over time. The school's data reflects consistently positive levels of attainment in literacy and English and numeracy and maths over several years. At key stages, attainment in all areas is in line with or exceeds local and national comparators.

Overall quality of learners' achievements

- Senior leaders and staff provide a range of meaningful opportunities which allow children to develop very effectively a range of skills. All children participate in motivational masterclasses, such as hairdressing, darts and being a responsible pet owner. This supports them very well to develop skills such as creativity and curiosity in real-life situations. Children discuss successfully the skills they are developing through these masterclasses and are beginning to assess their own progress in skills development. Furthermore, staff include all children in decision making groups. These include culture and diversity and numeracy rich tasks groups. Children share effectively their views and are beginning to understand how their ideas and actions can lead to positive change. Senior leaders and staff are well placed to track the skills children are developing. This should help them to identify clearly, and target successfully, any gaps in children's skills development.
- The majority of children at P5 to P7 participate in wider opportunities in or outside school, such as dance and digital clubs. All children in P7 have the opportunity to attend a residential experience and all children at P6 and P7 have access to cycling sessions. Children are developing well the attributes of resilience, determination and creativity through engaging in these sessions. Senior leaders and staff track effectively children's engagement in these activities. As planned, senior leaders and staff should target more effectively children who are not engaging in any wider opportunities, particularly in younger classes. This should help to ensure that all children have opportunities to experience success.
- Senior leaders and staff celebrate successfully children's wider achievements during assemblies and on wall displays. Children speak positively about receiving termly INSPIRE awards and weekly certificates linked to the school values. This is supporting them well to develop confidence.

Equity for all learners

- Senior leaders and most staff recognise the barriers that families and children face, including socio-economic disadvantage. Senior leaders, staff and the cost of the school day ambassadors work together to address these barriers. Senior leaders and staff implement other effective strategies to reduce costs to families. These include Parkhead Threads uniform bank, free fruit for children, a well-attended free breakfast club and subsidised school trips.

These approaches are helping to ensure that children are included fully in opportunities to experience success.

- Senior leaders use PEF to provide targeted interventions for wellbeing, for example, a few children benefit from therapeutic interventions, such as music and art therapy, and an outdoor learning group. Senior leaders should now ensure that the impact of PEF funded roles and interventions are tracked more carefully. This should help them to understand the extent of the impact they are having on reducing the poverty-related attainment gap.

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.