

Summarised inspection findings

Culbokie Primary School

The Highland Council

30 June 2026

Key contextual information

Culbokie Primary School is a non-denominational school serving the small village of Culbokie in Ross and Cromarty, Scottish Highlands and surrounding rural areas. The headteacher has been in post for four years and is supported by a principal teacher, who is class committed 0.8 full time equivalent. The school roll is 98 children, organised across five classes, with four composite classes. Almost all children live in Scottish Index of Multiple Deprivation decile 8. In September 2024, the school reported that 34% of children had an additional support need and that 3% of children in P6 and P7 were registered for free school meals.

Culbokie 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	
- The headteacher has created a positive ethos where staff and children feel empowered to lead on areas of school improvement. There is a strong culture of collaboration and teamwork across the school. The headteacher’s caring and people-centred leadership ensures children feel well-known, respected and valued. The positive sense of community cultivated by the headteacher, staff, children, parents and stakeholders is an important strength. - The headteacher worked effectively with the school community in 2022 to create values that reflect the school’s context well. The motto ‘Aspire, fly high!’ and the values of respect, achievement, kindness, creativity, honesty and fun were adopted. Following a review in 2023, staff developed school aims aligning to the values. The headteacher explores the values regularly, and their relevance to children’s lives, during assemblies. She issues awards to children recognising achievements relating to each value. As a result, most children discuss the values confidently and connect them well to their successes. The headteacher should now consider how the motto, values and aims are used to underpin the vision and direction of school improvement. - The headteacher identifies appropriate priorities through the school improvement plan (SIP). The SIP is informed well by local and national priorities. Over the last few years, it has focused on improvements to learning and teaching, curriculum development and embedding the school vision and values. There is evidence that strategic change has resulted in positive outcomes, such as the development of literacy initiatives, play based learning and children’s rights. Staff	

should now streamline the SIP to ensure priorities focus on key improvement areas identified from quality assurance. They should ensure the SIP outlines clearly the outcomes sought from strategic change and the measures of success to demonstrate progress. Whilst teachers lead areas of improvement enthusiastically, they should now focus more explicitly on the changes that will result in the most positive outcomes for children.

- The headteacher engages in regular quality assurance activities to support self-evaluation. These include sampling children's work, lesson observations and seeking stakeholder views through questionnaires. She meets with teachers regularly to consider children's progress and attainment in learning. The headteacher should now consider how to share the information gathered from quality assurance with stakeholders more regularly. This should help to involve them further in agreeing and evaluating school improvement priorities. The headteacher uses *How good is our school?* 4th edition well with staff to evaluate aspects of school practice. She should continue this positive work, with a focus on building staff's confidence in using this framework further.
- Positively, almost all teachers adopt leadership roles. This includes initiatives to improve learner's reading and writing skills. Teachers engage in professional review and development (PRD) processes meaningfully and identify helpful professional learning opportunities to inform their progress. They benefit from high-quality professional learning, provided in the school, across the local authority, and from national organisations. They ensure that new approaches are founded in educational research. Teachers use collegiate time appropriately to share practice with each other. Staff are well-placed to develop further their shared understanding and application of high quality learning, teaching and assessment. This includes developing and embedding the new learning, teaching and assessment policy. Teachers should pursue opportunities to look outwards and learn from strong practice used by schools in the local area and beyond. This should help all children to benefit from rich learning experiences based on practice developed by individual teachers but adopted by all.
- The opportunities for children to exercise leadership is a strength of the school. All children have leadership roles and are encouraged to regularly share ideas for school improvements. They feel ownership over aspects of change through a range of child led groups. Staff facilitate these groups encouragingly in areas such as community ethos and life, fundraising, sustainability and community champions. The 'Culbokie Children in Charge' initiative encourages children in P7 to lead pupil committees tasked with implementing aspects of school improvement. This includes Young Leaders of Learning (YLOL), sports and digital leaders, road safety officers, and rights ambassadors. Children raise awareness of important issues through these groups and develop leadership skills. They are involved fully in action planning and share their experiences to support improvement. The YLOL discussed their experiences of high quality learning and teaching to inform teacher's development of consistent approaches.
- The Parent Council has recently gone through a period of change, with new members joining the committee. They have been supporting the school well with fundraising and offered ideas for the use of funds to improve the school playground facilities. There is scope to extend the focus of this group, and the involvement of parents more widely. This should help parents to contribute meaningfully to school improvement. The headteacher should ensure the views of the Parent Council informs SIP priorities, including consulting on the use of Pupil Equity Funding (PEF).

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

- Almost all staff foster positive and nurturing relationships with children. They care deeply about each individual child, which is demonstrated in their compassionate daily interactions. This helps to create a strong sense of community and a positive culture for learning across the school. Staff ensure that there is a welcoming and supportive ethos in all classrooms. They share a commitment to promoting children's wellbeing and rights. As a result, almost all children are enthusiastic learners and engage well in school life. Almost all children are highly supportive of one another and older children act as positive role models to younger peers. They are highly motivated, eager to do their best and proud to belong to their school.
- Almost all children behave well and are respectful towards adults and peers. They follow 'The Culbokie Code' purposefully, an agreed set of expectations for learning, created successfully by children. The code aligns well with class charters, linked to children's rights. Children use the code effectively to promote their role in creating a positive ethos for learning. This helps children learn in a calm, purposeful environment. Almost all children follow the teacher's instructions well. They engage in learning positively, particularly during group and paired work and active learning tasks. In a minority of lessons, children's learning is overly teacher led which impacts the pace of learning. Teachers should provide children with more opportunities to have greater independence in, and leadership over, learning.
- Staff support children who require additional support with their learning well. They are responsive to individual needs. A few children use digital and assistive technology and concrete materials effectively to support their learning. The headteacher identifies correctly the need to support a minority of children who require increased challenge in their learning. Teachers are at the early stages of developing strategies to accelerate the progress of these children. This work has the potential to support all children to achieve to their full potential.
- Children at the early stages benefit from very high-quality play experiences. They develop their curiosity and creativity successfully through stimulating spaces. Teachers collaborate effectively with staff in the nursery to plan a range of well-considered adult-initiated and child-led activities. Children are supported well to exercise choice in their learning, such as exploring water and light to understand the creation of rainbows. Children demonstrate resilience, confidence and interest in their learning as a result.
- Positively, staff build on children's experiences of play well as they progress through the stages. Children develop their critical thinking skills through rich contexts for learning, including model

making, construction and problem solving activities. As a next step, teachers should provide children with more regular opportunities for enquiry based learning.

- Children enjoy opportunities to play and learn outdoors in the spacious and attractive school grounds. A few teachers and community partners use the nearby woodland area skilfully to provide engaging outdoor learning for a majority of children. This includes using natural materials to create artwork and develop problem solving skills through den and maze building. Staff should now build on these positive experiences by providing well-planned outdoor learning for all children that is progressive and relevant.
- Teachers use interactive whiteboards well to introduce activities. On occasion, children use digital technology to access games and software to support learning. Teachers should use digital technology more regularly to provide creative learning experiences. Teachers use a digital platform effectively to share children's learning with parents. Children use a digital learning profile to share achievements, targets and aspects of their learning. Teachers should continue to support children to use this profile meaningfully to reflect on their learning. They should also consider how profiles help parents to support and encourage learning at home.
- Staff and children are at the early stages of defining high-quality learning, teaching and assessment across the school. Staff, children, parents and partners should continue to develop the draft learning and teaching policy. The policy should reflect clearly expectations of classroom routines, structures, and the pedagogy to be used. It has the potential to provide greater clarity of the expectations of high-quality learning, teaching and assessment to the school community. It should support children to experience more consistent, high-quality learning experiences.
- Almost all staff provide clear explanations and instructions. They link activities to prior learning well. Almost all teachers share the purpose of learning effectively and help children understand how to be successful in learning. In a few lessons, children co-create steps to success with teachers. As a result, almost all children articulate the purpose of their learning confidently. In a few lessons, children benefit from well-planned opportunities to make choices about how and what they learn. This practice should be developed further and embedded across the school.
- Teachers use a range of highly-effective questioning techniques in lessons. This helps children to develop a stronger understanding of their learning. Almost all teachers use questions to review children's understanding, to check their knowledge and to help them to make links across learning. They also use open ended and challenging questions to prompt children to think deeply about their learning. In particular, almost all teachers provide children with thinking time to consider challenging questions and to explore them collaboratively with peers. This is helping children to develop their higher order thinking skills effectively.
- Teachers and children work together effectively to create termly learning targets for literacy and numeracy. These targets are focused and relevant. Teachers use helpful learner conversations to explore children's progress towards targets. This helps children to talk clearly about their progress in literacy and numeracy. Almost all staff use praise effectively to encourage children. Most teachers provide helpful oral feedback during activities. They should now focus on improving the consistency and quality of written feedback. Children require more

individualised and structured feedback across curriculum areas to help them understand better their next steps in learning.

- Most teachers use a range of assessment approaches effectively to measure children's progress in learning. They combine summative, standardised and formative assessments well to gather data on progress. Children complete helpful self and peer assessments regularly during literacy and numeracy lessons. Most teachers use plenaries well to review progress, with a majority of teachers linking discussions clearly to the measures of success. A few teachers use these reviews to help children link learning to transferrable skills, such as problem solving and decision making. This helps children to see the relevance of their learning.
- Teachers continue to develop their shared understanding of the application of national standards. They collaborate together well to moderate aspects of their planning and assessments. The headteacher should extend opportunities for teachers to engage in moderation activities with colleagues from other schools, including the local secondary. This has the potential to support teachers' increased confidence in their professional judgements of progress, particularly in relation to curricular areas beyond literacy and numeracy.
- The headteacher meets with teachers regularly to review children's progress and attainment in literacy and numeracy. They review assessment data purposefully and identify children who are off track in their learning. Teachers then plan and implement positive interventions to ensure children progress in their learning. The headteacher and staff should continue to develop the use of data to track the progress of particular groups and cohorts of children. This will help staff to maximise children's progress, including those who require additional challenge in their learning.

2.2 Curriculum: Learning pathways

- Children benefit from the well-stocked school library which provides a wide range of texts. Staff and children ensure the library environment is inviting and inclusive. Children select texts from the school and class libraries to read for pleasure and to support their research. The resources available encourage a positive culture of reading across the school and help children to develop their literacy skills well. Staff and children are rightly proud of the school's national award received in recognition of their work promoting reading.
- All teachers use local authority progressive learning pathways to plan experiences and to track progress in literacy and numeracy. This ensures that planning builds consistently on prior learning. They use Curriculum for Excellence (CfE) experiences and outcomes to plan across other areas of the curriculum. Teachers now need to work together to ensure children experience progressive and relevant learning pathways across all other curricular areas. It is important that teachers consider the breadth and depth of learning being provided to children as they transition through each stage of the school.
- Staff have highly effective arrangements for supporting children at key points of transition. Teachers work effectively with staff in the nursery to share information about children and to plan events and visits to ensure children feel secure. Staff use similar arrangements and work well with teachers from the local secondary to ensure children feel prepared for the move from primary to secondary. This positive work supports continuity in learning and experiences for children. It helps them to settle into new routines quickly and confidently.
- All children receive their entitlement to two hours of high-quality learning in physical education (PE). Teachers provide children with positive opportunities to develop skills in relation to a range of sports. A teacher of PE from the local secondary also provides weekly lessons to children in the upper primaries. Children in P7 also benefit from blocks of swimming lessons. The approaches to PE are increasing children's enjoyment in sport and exercise.
- All children receive their entitlement to learning in religious education. The headteacher, and a local minister, plan appropriate learning for children around important cultural events and religious festivals. Children learn through helpful assemblies and visits to the local church.
- Almost all children learn French, developing confidence in using common words and basic phrases. However, children do not currently receive their full entitlement to the Scottish Government's 1+2 approach to modern languages. Staff should incorporate a second language into the learning of children in P5 to P7. It is important that staff ensure children develop their language skills progressively.

2.7 Partnerships: Impact on learners – parental engagement

- Almost all parents feel staff treat their child fairly and with respect. They value the relationship that teachers foster with their child and describe staff as approachable and supportive. Most parents feel comfortable approaching the school with questions, suggestions or if they have an issue that needs resolving.
- Staff communicate with parents through a range of methods and approaches. These include regular newsletters, children's digital profiles, and through class digital platforms that share updates on learning and activities. A few parents report that the range of approaches used makes school communication overly complicated. The headteacher should develop a communication strategy to help parents identify clearly how information is consistently shared.
- A few parents would like more information relating to their child's progress in learning. This may help parents to understand better their child's next steps in learning and how families can support increased progress. A few parents would like more opportunities for to share their views on issues relating to the school.
- All parents were encouraged to contribute to the work of the school through the Parent Council. Almost all parents did not take up these opportunities. The headteacher and staff should continue to explore creative and new ways of engaging parents further as meaningful partners.
- Parents value opportunities to visit the school to find out about what their children have been learning. They enjoy visiting classes, attending World Book Day events, and social events such as coffee and carols, choir performances and the May Fair.

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

- Children's wellbeing lies at the heart of the school's work. Staff have a clear understanding of the importance of fostering and encouraging wellbeing when supporting children. Almost all staff nurture children effectively. This helps children to feel cared for and valued. Most children feel safe in school and identify an appropriate adult they would speak to if worried or upset. Staff and children use the language of the wellbeing indicators regularly during lessons and assemblies. As a result, children talk confidently about what it means to be safe, healthy, active, nurtured, achieving, respected, responsible and included.
- Most children talk knowledgeably about the importance of leading a healthy and active life. They value regular opportunities to engage in sport and team activities, through clubs, PE lessons and events such as Walking Wednesday. Children enjoy being rewarded house points for making healthy choices for snack. These approaches help children to appreciate the importance of a positive diet and regular exercise as part of daily routines.
- All children demonstrate responsibility through leadership roles. Children adopt responsibilities to help maintain good order in the school, such as organising recycling, maintenance for the school fish, or tidying social areas including the library and playground. They also support the school to achieve a number of nationally recognised awards in areas such as children's rights, digital technology and sports. Through these opportunities, children demonstrate their increasingly strong teamwork and communication skills.
- Staff use regular emotional check ins and learning conversations to help children reflect on their wellbeing. They have used different approaches to gather data about children's wellbeing over the last few years. Staff use information well to identify and support children who need help addressing a barrier to their wellbeing. The headteacher and staff should now agree and implement a consistent approach to gathering and using wellbeing data. They should use data strategically to understand better the needs of cohorts of children and the whole school. They should use information to inform and evaluate targeted interventions and to adapt the health and wellbeing (HWB) curriculum to meet the needs of all children. Staff recognise that the HWB curriculum needs to be developed to ensure it is consistently relevant and progressive.
- Staff understand and apply their statutory responsibilities in relation to wellbeing, equality and inclusion. The school's approaches reflect legislation and national guidance such as Getting it Right for Every Child. The headteacher and staff should improve approaches to record keeping, particularly chronologies, to ensure they reflect national guidance. The headteacher should ensure care experienced children are considered for a coordinated support plan.

- Staff employ a helpful staged intervention approach, and a majority use child's plans and individualised educational plans well to detail children's needs and interventions. They use planning documents effectively to summarise regular reviews and to capture the views of children and parents. They should ensure all plans demonstrate staff's holistic assessment of a child's strengths and development needs and ensure plans contain specific and measurable individual targets. Staff work effectively with a range of partners to support children's progress. They benefitted from helpful professional learning, delivered by partners, relating to trauma informed practice. Staff adopted approaches successfully to help children who are, at times, dysregulated or need support to feel safe. These approaches ensure most children who require additional support with their wellbeing or learning, achieve positive outcomes.
- Most children identify examples of children's rights confidently. Staff highlight children's rights well through school displays, during assemblies and through lessons to raise awareness. Most teachers make effective use of classroom and playground charters to establish an agreed set of rights-based principles which support a positive atmosphere for children's learning. Where appropriate, teachers connect children's rights explicitly and skilfully to learning across the curriculum. This helps children to understand the relevance of children's rights to different aspects of their learning and lives. Staff are now using leadership groups effectively to encourage children to consider their rights in relation to their school and local community. They also discuss global issues, including sustainability with children. They should maintain this positive work so children continue to develop the skills to be engaged members of society and agents of social change.
- Most children interact with each other and adults in a respectful, positive manner. Staff use anti-bullying campaigns, assemblies, the school values and lessons to raise awareness and share clear messages about kindness and respect. Children developed the hands up approach well to provide their peers with steps to take if they need help resolving conflict. However, a minority of children and parents do not feel the school deals well with bullying. Staff should continue to embed restorative practice across the school. They should work with children, parents and partners to develop a clear school policy, that aligns with national guidance. It should reflect an agreed community strategy to addressing bullying and conflict between peers. This will help ensure all children feel consistently respected and valued. It will help all stakeholders to understand their role in supporting a renewed, solution-focused approach.
- Teachers use lessons focusing on global citizenship and world news appropriately to help children to identify issues relating to equality and diversity. Children demonstrate awareness of different religions and show respect for different faiths. They need more opportunities to celebrate difference in society, and to learn about challenging intolerance. They require a stronger appreciation of equality and the protected characteristics. This will support an improving sense of compassion and respect across the school.
- 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.

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

- Due to the small size of the school roll, attainment and progress will be expressed in overall statements, rather than for specific year groups or CfE levels.

Attainment in literacy and numeracy

- Overall, attainment in literacy and English and numeracy and mathematics is good. Most children across the school have achieved or are on track to achieve nationally expected levels of attainment in numeracy, listening and talking, reading and writing. A minority of children have the potential to achieve more. Most children who require additional support are making appropriate progress towards their individual targets and milestones.

Attainment in literacy and English

- Overall, most children make good progress in literacy and English. A minority of children are capable of making better progress.

Listening and talking

- Most younger children follow instructions well. They enjoy listening to different texts and express their views in relation to characters from their favourite stories. As they move through the stages, a few children need further support to exercise appropriate turn taking during discussions. Almost all older children explain the features of presenting confidently, such as the use of eye contact and body language. Older children should be supported to build further on the contributions of others, by clarifying points or asking questions.

Reading

- Most younger children use their knowledge of letter and sounds accurately to read simple words. They sound out words that they know to read aloud simple sentences. As they move through the stages, children need more support to develop further their understanding of different genres of texts. Most older children read confidently and with expression. They share their favourite novels and authors with evidence to support their views. They talk confidently about main ideas in texts and demonstrate a sound understanding of setting and characters. They should develop further their ability to discuss the writer's use of language and structure.

Writing

- The majority of younger children use capital letters and full stops accurately to punctuate sentences. Young children attempt to write as they engage in play. As they move through the school, children identify nouns and connectives in their writing and use adjectives to make their text more interesting. They write for a range of purposes, such as persuasive letters to the local

community to support their 'Keep Culbokie Clean' campaign. Older children identify different features of imaginative, functional and personal writing accurately. They are developing their understanding of similes and metaphors. Whilst most older children enjoy writing, they would benefit from further experience of planning, editing and redrafting work.

Numeracy and mathematics

- Overall, most children make good progress in numeracy and mathematics. A minority of children are capable of making better progress.

Number, money and measure

- Most younger children add and subtract within 10. A few extend this to within 20. They are developing confidence in mental calculation skills. As they move through the school, a majority round numbers to the nearest 10 and 100 confidently. They would benefit from further knowledge of division. Most older children solve problems using their knowledge of whole numbers and fractions. They are developing well their knowledge of the relation between fractions, decimals and percentages. A few children across the school would benefit from more regular revision of times tables to support mental calculations, speed and fluency.

Shape, position and movement

- Almost all younger children recognise and sort common three-dimensional (3D) objects according to simple criteria. They are developing their mathematical vocabulary to describe two-dimensional (2D) shapes. As they move through the school, almost all children identify confidently lines of symmetry in pictures and patterns. Most describe 3D objects using appropriate terms including face, edge and vertex. A majority of older children use the language of position and direction to successfully plot the position of objects within a grid. Older children would benefit from further knowledge of obtuse, straight and reflex angles.

Information handling

- Most younger children interpret simple charts accurately. They ask and answer questions to extract key information from bar graphs and tables. Most older children are developing skills in using various types of graphs, pie charts and tables to analyse data sets. All children would benefit from experiences in using digital technology to create and display information.

Attainment over time

- Overall, attendance data for session 2024/25 was 94.9%. This is in line with national data. Staff have effective systems to monitor and track children's attendance. They act promptly when individual attendance drops below 90%. The headteacher follows the local authority policy carefully to support increased attendance. She also communicates regularly with parents to offer support and guidance as required. She identifies family holidays during term time as impacting on overall levels of attendance. No children access a part-time timetable, and no child has been excluded from school in the last five years.
- Children maintain positive attainment in literacy and numeracy as they progress through the school. The headteacher and staff use a helpful tracking system to monitor the progress of individual children in literacy and numeracy. Staff identified rightly the need to improve children's writing skills due to a slight decrease in attainment. They engaged in appropriate professional learning and developed new approaches to teaching writing. Teachers model writing daily, explore relevant vocabulary and provide materials and support to help children

review and edit their work. Consequently, children write at greater length and use vocabulary appropriately. Whilst it is too early to evaluate fully the impact, there are early signs that this approach is beginning to support improvements in children's skills.

- The headteacher analyses attainment data over time, as well as data provided by The Highland Council. She discusses data with teachers purposefully during termly meetings. This helps teachers to track children's progress in literacy and numeracy over time. There is scope to extend tracking to other curriculum areas. The headteacher and staff should continue to develop confidence in using data robustly to raise attainment further.

Overall quality of learners' achievements

- Children celebrate their achievements from home and school regularly. Staff use digital profiles, blogs, school displays and assemblies effectively to recognise children's successes. All children benefit from an extensive range of experiences that help them to develop important skills for learning, life and work. A range of clubs, many offered by staff, partners or children, provide children with opportunities to develop their sporting, performance or social skills well. Children in P7 demonstrate their responsibility by providing a range of clubs for their peers.
- Children play a significant role in their local community. They read to local residents and work with the Culbokie Trust to lead the 'Keep Culbokie Clean' initiative to address dog fouling in the area. Children demonstrate strong communication and interpersonal skills through their involvement. They develop a strong sense of pride and community values. All children contributed to the school's nationally recognised science, technology, engineering and mathematics award. They engaged in meaningful investigation and problem-solving activities relating to sustainability. Children demonstrated their creativity and innovation by creating models in the roles of scientists, engineers and designers. They delivered ideas to industry experts, developing important skills for work.
- Children demonstrate high levels of skill development through their achievements. Staff should continue to embed the language of skills to ensure all children talk confidently about their skills and skills progression.

Equity for all learners

- The headteacher and staff understand well the socio-economic context of the school. They take appropriate steps to address financial barriers to children participating in all aspects of school life. Staff support families sensitively to access financial assistance. They work closely with the Parent Council to reduce the cost of trips and activities. Staff and children work with community partners to facilitate the 'Culbokie Sharing Shed'. This offers local residents access to a wide range of support including food, books and games. Local residents value this resource which is regularly accessed and supports equity within the community.
- The headteacher developed a helpful plan for PEF. Staff use PEF for training and resources to deliver targeted literacy and numeracy support. This helps a few children to progress their skills well. Staff also fund outdoor learning opportunities to develop children's skills and confidence. The headteacher should measure the impact of PEF interventions more robustly, with a focus on accelerating the progress of individual and groups of children.

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.