

Summarised inspection findings

King's Park Primary School

Midlothian Council

28 April 2026

Key contextual information

King’s Park Primary is a non-denominational school serving the town of Dalkeith in Midlothian. A nursery class also operates within the school campus. The headteacher, a deputy headteacher, and a principal teacher serve as the school’s leadership team. The headteacher has been in post for seven years, the deputy headteacher for four years and the principal teacher since August 2025. At the time of inspection there was a full-time vacancy for a second deputy headteacher. There are 485 children on the school roll, taught across 18 classes which include two composite classes. Approximately, one quarter of children are recorded by school staff as requiring additional support with learning. The majority of children live within Scottish Index of Multiple Deprivation data zones 7 to 10. One fifth of children reside in data zones 1 and 2.

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

- The highly effective headteacher and staff have a very clear vision for improvement and are ambitious for all children. The headteacher led a collaborative review of the school values with children, parents and carers. The refreshed school values of happiness, inclusivity, kindness, effort and respect are well understood by the school community and reflect shared aspirations for children. Staff and children refer to the values regularly and use the helpful acronym HIKER to remember the school values. The headteacher highlights each value purposefully at assemblies and children discuss what the values look like, feel like and sound like within the school. As a result, the values are embedded fully within the school, and its wider community and children understand what the values mean in practice. The staff team’s approach to promoting the use and understanding of school values has established a common purpose.
- Senior leaders and staff use a range of self-evaluation data very well to identify school improvement priorities, inform decision making and deliver positive outcomes for children. For example, there have been clear improvements made in children’s wellbeing, including strengthening children’s understanding of their rights. This has supported children very well to make positive decisions about their learning and develop them as successful learners. The current improvement plan sets out appropriate priorities which reflect local and national initiatives. This includes raising attainment and developing further teacher’s understanding of high-quality learning and teaching. Senior leaders should continue to develop and identify clearer and more specific outcome statements within the school improvement plan. This will help ensure progress towards achieving success can be measured more accurately.

- The headteacher and staff prioritise a highly effective professional review and development process (PRD) and carefully link this to the school's overall strategy for improvement. Teachers and senior leaders use the General Teaching Council Standards to engage in helpful professional discussion about learning and teaching. This provides teachers with ongoing opportunities to reflect on their practice and identify and engage in personal and professional learning. For example, all teachers participate in professional collaborative reading sessions and have undertaken professional learning around responsive approaches to teaching. As a result, children have a greater understanding of the purpose of their learning and the steps they need to take to be successful. Through the PRD process staff reflect carefully on their development needs, including aspects of professional learning, and align these with school improvement aims. This supports very well, a targeted approach to professional learning which enhances staff capacity to take forward change and drive improvement within the school. For example, staff have made positive changes to classroom environments to ensure they are inclusive and support children's learning very well.
- The headteacher and staff recognise the importance of monitoring and evaluating the work of the school. They have developed a useful quality assurance calendar which successfully links quality assurance activities to How good is our school? 4th edition (HGIOS4). This outlines the activities the headteacher and staff undertake to evaluate the quality of the work of the school. This includes sampling children's work, visiting classes and providing feedback to teachers on the quality of teaching and learning. Senior leaders should strengthen further approaches to quality assurance activities to ensure they have a full overview of the quality of the work of the school. For example, they should review further the quality of written feedback teachers provide to children on their learning. This should enhance learners' experiences further and support continuous school improvement.
- Senior leaders have created a strong culture of leadership across the school where staff feel empowered to initiate well informed change. They share a collective responsibility to improve outcomes for children. A few staff members enhance their professional learning through working with local authority improvement groups and share their learning with colleagues across the school. All teachers contribute effectively to progressing key priorities linked to school improvement by engaging in staff working parties. They develop action plans and review progress made in delivering outcomes. For example, teachers have led improvement in approaches to teaching writing. As a result, children now write in greater length, accuracy and detail. Learning assistants have engaged in professional learning to provide helpful targeted support for children. This has increased children's engagement and helped them to be more settled and ready to learn. Staff involvement in these distributed leadership roles is promoting constructive teamwork, sustainability and effective engagement in whole school improvement. This is having a positive impact on children's experiences and outcomes.
- Children contribute very well to the leadership of change and school improvement through their involvement in meaningful leadership roles. Children evaluate aspects of the work of the school through being members of leadership groups. This has resulted in positive change within the school. For example, the 'playground pals' have identified and used funds provided by the Parent Teacher Association (PTA) to purchase playground equipment. Children who are junior librarians have consulted with classes across the school to secure books for the school library that match well children's interests. Children are proud of the leadership contribution they make to the life of the school.

- Parents contribute positively to leading aspects of the life and work of the school. They contribute and share their opinions at parent evenings, respond to questionnaires and offer their views through the work of the Parent Council. Parents have helped shape the school's positive relationships and 'behaviour blueprint' policies. Parents undertake a range of leadership roles within the school. This includes the 'KP Carers' who volunteer to read with children and support talking and listening groups. Parents lead a playground thrift shop and contribute to activities that enhance the curriculum. This includes working with senior leaders in developing aspects of religious and moral education and sharing their experiences of the world of work with children. In addition, the PTA have organised and led well attended school social activities that promote a strong sense of community. As a result, most parents feel comfortable about approaching the school with questions or suggestions and children feel included and involved.
- The staff team demonstrate a strong understanding of the school's social, economic and cultural context. Senior leaders use data effectively to identify gaps in children's learning, including those impacted by poverty. They have established a clear strategic approach to accelerate progress in children's learning. As a result, gaps in attainment are narrowing. To build on this positive work, senior leaders should strengthen approaches to consulting with stakeholders on how the Pupil Equity Fund (PEF) is used. This should support senior leaders further to make informed decisions and help ensure interventions continue to impact positively on children's learning and wellbeing.

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- All staff work very well together as a team to create a very positive and nurturing learning environment for all children across the school. The school has a warm, welcoming ethos underpinned by strong relationships between all staff and children. This reflects well the school values. Almost all children are polite, well behaved and welcoming to visitors. They enjoy being part of the school and are proud of their community. Children and staff treat each other with respect and demonstrate a strong understanding of the rights of others through their class charters and actions.
- Staff evaluate effectively the learning environment within their classrooms. They work well together to make learning spaces more inclusive to meet the needs of all children, including those that require additional support. They have introduced quiet areas within classrooms which support children well to reflect and manage their emotions. Teachers and support staff understand children's needs and, in most lessons, provide timely and responsive support for children.
- Almost all children are motivated and engaged in their learning. In most lessons, teachers provide a balance of activities for children to work independently or in pairs and in groups. This helps children develop into successful and confident learners. At times, lessons are too teacher led and this slows the pace of learning. As a next step teachers should ensure the pace of lessons is appropriate to ensure teaching and learning time is maximised.
- In almost all lessons teachers share the purpose of learning and steps to success well with children. Teachers use questioning effectively to check for children's understanding in almost all lessons. In the majority of lessons, teachers use questioning successfully to extend children's learning. Teachers should now increase the use of higher order questions in all lessons in order to develop children's critical and creative thinking. Across the school, teachers make effective links to children's prior learning. This is helping children to build progressively on what they already know and understand.
- In most lessons teachers highlight the skills that children are developing. In a few lessons, teachers involve children effectively in identifying the skills they will need to be successful. In these lessons, children talk confidently about the skills they develop as a key part of their learning. In writing, teachers have worked with children to develop clear and helpful learning targets. This helps children better understand their progress in learning and the skills they are developing as they work toward achieving these targets.

- Across the school, teachers and support staff offer children regular helpful verbal feedback. This helps children to feel confident, supports motivation and helps children to better understand their learning. Teachers provide appropriate written feedback on children's writing. Senior leaders and teachers should agree and develop further consistent high-quality approaches to feedback across the curriculum. This should help children to better understand their strengths and how to progress in their learning in all curricular areas.
- In most lessons, teachers set tasks and activities that provide appropriate levels of support and challenge for most children. They correctly identify children who require additional support with their learning. Teachers provide appropriate support within classrooms to help most children make progress and ensure that they access the curriculum successfully. However, a few children across the school require learning experiences that provide greater levels of challenge. As planned, teachers should continue to develop their shared understanding of high-quality learning and teaching through the development of their learning, teaching and assessment toolkit. This should help ensure more consistently high-quality learning and teaching experiences that allow all children to make even greater progress in their learning.
- All staff make very effective use of interactive boards to support teaching. This is an important strength of the school. Children use digital games successfully to practise key skills in literacy and numeracy. They use matrix bar codes well to access websites to support research tasks and consolidate their learning. Children skilfully use programmable toys in order to support learning in mathematics. They use digital platforms creatively to produce and develop music. Staff help children to explore and use digital technologies well to help reduce barriers to learning. For example, a few children use software to help them to access, read and create texts successfully. Children are independent and proficient in using digital technology. This helps promote children's engagement and reduce potential barriers to learning as they progress through the school.
- In the youngest classes staff have developed well designed environments that support children to learn through play. Teachers plan high-quality experiences for children to develop as independent and curious learners. Children are highly motivated and develop important skills such as co-operation, communication and problem solving. For example, children co-operatively build complex structures and learn through role play. Children experience valuable playful activities that allow them to reinforce their skills and knowledge. Staff should continue to review transitions between learning activities. They should ensure that these do not take up too much time resulting in reduced pace and challenge in children's learning and that they are smooth.
- All teachers work well together to plan children's learning over different timescales using the experiences and outcomes of Curriculum for Excellence (CfE). They plan for all curricular areas using local authority and school produced progression pathways. Children have a positive voice in planning their learning linked to topics. This increases their interest in lessons and motivation to learn.
- All teachers make effective use of the school's assessment timeline to measure and assess the progress children are making. This includes the use of summative and standardised assessments. Teachers use assessment information purposefully to inform planning and to help identify children's next steps in learning. In most lessons, teachers use formative assessment

strategies effectively to check children's understanding. This helps teachers to be more responsive to children's needs during lessons.

- Teachers use national Benchmarks appropriately to support their understanding of national standards. They collaborate well with each other and engage in moderation activities, formally and informally, within the school. Teachers moderate writing and numeracy with colleagues from their associated schools' group. This results in teachers having a sound understanding of children's attainment and national standards.
- Teachers have developed effective ways to track and monitor children's attainment across the school in literacy and numeracy. They meet termly to discuss progress and identify and provide appropriate interventions to support children's learning. Staff track and monitor the progress of children who require additional support with their learning. At present, this information is held across a number of different systems and formats. Teachers should refine and streamline tracking systems to ensure they are consistent and focused on the most meaningful information. This will allow staff to identify successes and next steps in children's learning more efficiently.

2.2 Curriculum: Learning pathways

- Across the school, teachers take account of the local and national context and use local authority and school progression pathways when planning children's learning. The pathways are based on CfE experiences and outcomes. This helps provide progression in teacher's planning. There is variation in how teachers use planning formats. Senior leaders should ensure that there is greater consistency in how teachers record planned learning. This should contribute to greater continuity and progression in children's learning experiences.
- Teachers plan learning across the curriculum over a three-year cycle. Teachers increasingly plan learning that links outcomes and experiences from across curricular areas effectively. They group curriculum areas across a central theme. For example, children create weather reports that help them learn about science and report writing simultaneously. This allows children to make strong links across their learning and understand the relevance of the skills they are developing.
- Children actively develop a secure understanding of their rights and responsibilities through well-planned learning experiences. These are explicitly linked to the United Nations Convention on the Rights of the Child (UNCRC). Children demonstrate a good understanding of the different roles they and others play in upholding rights. This includes how individuals, groups and adults work together to ensure rights are respected. Consequently, children are empowered to participate confidently in school life, make responsible choices, and contribute positively to a respectful, inclusive and rights-respecting school community.
- Children enjoy learning outdoors when given the opportunity. At breaktime children access outdoor loose parts play. Staff should now develop regular and progressive experiences in outdoor learning for all children.
- Children learn about Christianity and other world religions such as Buddhism through their religious and moral education programme. Staff and families enhance the religious and moral education curriculum through sharing their own religious customs and beliefs. This supports children to value and explore diversity, and respect other cultures. In addition, children visit the local church for religious observance regularly. Local church ministers visit the school to help children understand the beliefs of Christianity.
- All children receive their entitlement to learn a modern language through the 1 + 2 approach to language learning. All children learn French progressively from P1 to P7. In addition, children in P5 to P7 learn Spanish.
- All children receive their entitlement to two hours of high-quality physical education (PE) each week. Staff also provide further opportunities for physical activity through an extensive range of clubs and partnership work.
- Staff and children create a positive culture of reading across the school. Children develop a love of reading through enjoying books in the well-stocked school and classroom libraries.

2.7 Partnerships: Impact on learners – parental engagement

- Senior leaders and staff provide regular and varied activities for families to engage in the life of the school and to support their children's learning. This includes, 'stay and play sessions', 'interdisciplinary showcases', and themed assemblies. This is helping parents to understand better what their children are learning.
- Staff share important information with parents about the work of the school. This includes sharing information about their children's learning, through newsletters, reports, and online platforms. A minority of parents would appreciate more focused information about how their child is learning and progressing.
- The school community benefits from a supportive Parent Council and PTA. They take an active interest in the school's work and are aware of the importance of widening and enhancing parental engagement. They successfully communicate with the wider parent forum through notice boards and online platforms. Parents in these groups work well with school staff to reduce the cost of the school day. They ensure that educational and social events are accessible to everyone. These events include summer fayres and family ceilidhs. As a result, most parents feel they are kept well informed and encouraged to be involved in the work of these important parent groups.

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

very 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

- Across the school, there is a well-embedded ethos of inclusion and positive relationships creating a respectful and nurturing environment where children thrive. Staff know children and families very well and use this knowledge sensitively and effectively to tailor support. This ensures all children feel understood, valued and included within a diverse school community. The school's values, together with the Promoting Positive Relationships policy, provide a consistent framework for staff. This coherent approach ensures that children's wellbeing is central to the work of the school. This contributes successfully to most children improving their confidence, resilience and engagement in learning. Staff feel supported and valued by senior leaders, helping them sustain positive relationships with children and each other. Collectively, the school community has created a happy, inclusive environment that promotes high expectations for wellbeing and positive outcomes for children.
- Across the school, children behave very well. They display respectful learning behaviours and demonstrate sustained engagement, contributing to calm classrooms. Children are confident in sharing concerns and have well-developed strategies that help them regulate their emotions, maintain focus and work independently. A few children experience periods of dysregulation linked to their additional support needs. Staff respond skilfully and sensitively, using a shared understanding that behaviour communicates need. Their use of restorative conversations, nurturing approaches and scripted responses helps maintain children's dignity while reinforcing high and appropriate expectations. These approaches enable children to return quickly to learning and supports improved emotional wellbeing and learning progression.
- Staff across the school demonstrate a very strong and sustained commitment to children's rights. They have ensured work on children's rights is well understood and reflected in daily practice. Children have a secure understanding of their rights and contribute meaningfully to the creation of class charters that promote inclusion, respect and responsibility. Most children can discuss a range of rights confidently and apply them to real-life contexts. Children are developing well their ability to clearly articulate what it means to act as an "upstander" for rights. In addition, they actively advocate for the rights of others. This rights-based culture strengthens children's sense of agency and helps them build respectful, positive relationships.
- Overall children demonstrate a strong understanding of wellbeing and can confidently use a wide range of emotional vocabulary to explain their feelings and experiences. They apply this language effectively during lessons, assemblies and regular emotional check-ins. As a result, children articulate their emotions with increasing accuracy and maturity, helping them

self-regulate and seek support appropriately. During disagreements or moments of conflict, children use their understanding of wellbeing and emotional literacy to engage in purposeful restorative conversations. These skills support children to enjoy positive friendships, cooperate well with others and maintain a supportive, inclusive peer culture.

- Across the school, most children make positive progress in health and wellbeing. The Active Schools Coordinator, and local sports organisations provide a range of activities that develop children's fitness, physical skills and confidence. Staff plan high-quality PE lessons, combined with opportunities to be active across the school week. This supports children well in developing healthy habits. 'Playground PALS' and the sports committee, with the support of funding from the PTA, have led the development of outdoor play spaces. As a result, children across the school benefit from a wider range of sporting and loose parts play resources. This has enhanced their physical activity and supports their creativity well as they play games, build dens and design obstacle courses. The school has received accreditation for their sporting work of which children are rightfully proud.
- Children participate well in a varied range of learning experiences to explore safety. This includes, learning how to stay safe online, visits by the local police and fire service and exploring themes on bullying. Across the school most children report feeling safe, however, a few children report not knowing if they feel safe. Staff should continue to build and develop this area of the health and wellbeing programme. This should help support all children to understand more explicitly how this and the wider work of the school community helps to keep them safe.
- Almost all children engage enthusiastically and purposefully in pupil leadership opportunities and participate well in a variety of valued groups. This includes as house captains, Junior Road Safety Officers, and in pupil led diversity groups. Across these groups most children take on purposeful leadership roles and share confidently when presenting at assembly. This helps to raise children's awareness and supports their knowledge of this important work. Children in the upper stages develop important life skills through their intergenerational work at the local church café. The diversity groups, such as the young carer group, are developing well their support network. They engage in activities designed to broaden and develop their wider skill set. Senior leaders track participation carefully in these groups, identifying children who may require encouragement or targeted support to become more involved. This ensures all children have opportunities to experience success, contribute to school life and develop a broad range of skills.
- Senior leaders and staff work very well to meet their statutory requirements. They work effectively with parents, carers and partner agencies to meet the needs of almost all children. They uphold the principles of Getting it Right for Every Child, ensuring that children's needs are identified early and addressed in a coordinated manner. Staff lead regular meetings with families and partners. This helps maintain detailed, responsive information that support children's wellbeing and learning.
- 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. A few areas for improvement have been agreed with education and the catering service.

- Staff ensure almost all children are fully included in whole class learning, with a minority receiving targeted wellbeing support on an individual or small-group basis. These interventions, delivered through individualised education programmes (IEPs) and wellbeing plans, are tailored to identified needs and reviewed regularly. Children are meaningfully involved in shaping their support where appropriate, for example, helping design personalised spaces or selecting supportive resources. Parents are fully included in the planning and review processes. These approaches ensure children make positive progress toward their learning and wellbeing targets. Senior leaders should build on this positive practice and support staff to refine IEPs to focus more explicitly on reducing barriers to learning. This should help them evidence further children's holistic progress over time. In addition, staff should ensure that all wellbeing interventions are more carefully monitored and time bound. This should help ensure that children return to and consolidate skills within the classroom setting at the appropriate time.
- Children experience a well-planned programme of religious and moral education through class learning, assemblies and community links. This provides helpful opportunities to learn about cultural diversity and develop respect for difference. As planned senior leaders and staff should continue to help children explore diversity and learn about a wider range of faiths. This should provide further meaningful opportunities for children to learn about cultural diversity and develop respect for difference. Diversity days linked to UNCRC, alongside assemblies led by staff and children, deepen children's understanding of discrimination and protected characteristics. Senior leaders and staff have expanded reading resources to reflect a wide range of identities and experiences. This enables almost all children to see themselves and their communities represented in literature used in lessons. As a result, children report a stronger sense of belonging, pride in their identity and a clear understanding that they are valued as unique individuals.

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

- At early level, most children achieve expected CfE levels in literacy and numeracy. Children's progress is accelerated as they progress in their learning and by the end of P4, almost all children achieve expected CfE levels. By the end of P7, most children achieve expected CfE levels, and a minority of these children exceed national standards.
- Across the school, most children who require additional support for learning, including those who have English as an additional language, make good progress towards their individual targets. A few children make very good progress.

Attainment in literacy and English

- Across the school, most children make very good progress in literacy and English.

Listening and talking

- Across all stages, almost all children speak well and articulate their thoughts and views successfully. At early level, most children recognise and say rhyming words with confidence. They share their favourite stories and use terms such as title and author appropriately. At first level, almost all children make appropriate responses to questions, cues and prompts. They understand the difference between fact and opinion. At early and first level, a few children would benefit from developing their turn taking skills further. At second level, most children skilfully articulate their thoughts, feelings and opinions. They explain key features of successful debating well, such as the use of persuasive vocabulary and retelling of facts to support their opinion. They should continue to present their ideas to a wider range of audiences.

Reading

- At early level, most children use letters and sounds effectively to read simple words. They decode familiar texts well. They should continue to develop their skills in predicting what might happen next in a text. At first level, almost all children read aloud with expression. They discuss why they prefer a book or genre and identify key features of non-fiction texts. They would benefit from developing further skills in predicting and summarising. At second level, most children make relevant comments about the structure, characterisation and setting of a text. They talk knowledgeably about how a text makes them feel. At second level children should develop further their experience in creating and answering literal, inferential and evaluative questions.

Writing

- At early level, most children write simple words using their knowledge of letters and sounds. They are beginning to form letters accurately. At first level, almost all children write extended texts using a wide variety of descriptive language. They use their knowledge of phonics and spelling strategies successfully when spelling familiar and unfamiliar words. At second level, most children create a range of short and extended texts regularly for different purposes. They use sentences of different lengths and vary sentence openings effectively. They use figurative language, such as similes and alliteration, well to engage the reader. At first and second level, children should now apply these positive writing skills across all curricular areas.

Attainment in numeracy and mathematics

- Across the school, most children make very good progress in numeracy and mathematics.

Number, money and measure

- At early level, most children confidently order numbers, count forwards and backwards and recall simple calculations up to 20. A few children require consolidation of writing two-digit numbers accurately. At first level, almost all children round whole numbers to the nearest 10 and 100. They accurately tell the time using half past, quarter past and quarter to using analogue and digital 12-hour clocks. At second level, most children use mental maths strategies well to solve addition and subtraction calculations and explain their answers. They are developing a clear understanding of decimal place value. Children at all stages should continue to apply their numeracy skills to real-life contexts.

Shape, position and movement

- At early level, most children identify simple two-dimensional shapes and three-dimensional (3D) objects. They should continue to develop their skills in order to identify and create symmetrical pictures with one line of symmetry. At first level, almost all children use mathematical language accurately to describe the properties of 3D objects, such as faces, vertices and edges. Children should continue to explore and deepen their knowledge of a wider range of 3D objects. At second level, most children confidently use mathematical language, including acute, obtuse, straight and reflex to describe and classify a range of angles. They should develop their skills further in accurately measuring angles.

Information handling

- At early level, most children match and sort items based on colour, size, and shape. At first level, almost all children ask and answer questions to extract key information from a variety of data sets including charts, diagrams, bar graphs and tables. At second level, most children collect, organise and display data accurately in a variety of ways, for example, using surveys, line graphs and simple pie charts. Across the school, children should continue to develop and apply their skills in information handling in a range of real-life contexts.

Attainment over time

- The school's CfE attainment data reflects consistently high levels of attainment for literacy and numeracy over several years. The school's attainment in literacy and numeracy is above national averages in most measures. Senior leaders identify and use robust data to understand and take action on any changes in attainment. This includes for example, changes in the school roll. Most children make very good progress over time in literacy and numeracy from their prior levels of attainment. As children progress through the school the number of older children

attaining national expectations early has increased over the last few years. This is as a result of targeted and whole school interventions.

- Last session, the school's overall attendance was 94%. This was above national attendance levels. Senior leaders work successfully with families, in line with local authority guidance, to provide support to improve children's attendance at school. They work successfully with partners and families to remove barriers to children attending school. These interventions are having a positive impact on the attendance of individual and groups of children. For example, school staff reduced the percentage of pupils with less than 90% attendance last session from 16% to 12%. They should continue this important work. A few children attend school on a part-time basis. Senior leaders work well with families and partners to create appropriate plans that increase the amount of time individual children spend in school. They should record the impact of these plans on children's attendance more rigorously. This should help senior leaders evidence more fully, the progress they are making to returning children to full-time education.

Overall quality of learners' achievements

- Staff recognise, share and celebrate children's achievements very successfully. Children are proud to be highlighted on the 'Wider Achievement' noticeboard and through the online platform to which parents contribute. They talk confidently about the skills they are developing through these experiences. Staff track participation in wider achievement activities to help ensure equity of opportunity and that no children are at risk of missing out. As a next step, staff should track more systematically the development of skills for learning, life and work children develop through engaging in these activities.
- A few children participate in a national skills-building programme within the school day. Through this programme, children undertake practical challenges such as cooking, gardening and organising charity events. They earn badges and certificates in recognition of their efforts. As a result, children learn to be resilient and develop as confident individuals.
- Staff provide children with opportunities to develop further their skills through a broad variety of extra-curricular lunchtime and after school clubs. Children learn a wide range of sporting skills through participating in football, dance and American football. These activities develop well children's teamwork, leadership, and communication skills. Children benefit from taking part in competitions in performing arts and construction events. These experiences help to build resilience through improving children's confidence and perseverance.
- All children contribute successfully to the life and work of the school in leadership groups. For example, the 'our pupils as leaders' (OPAL) group worked closely with a charity to support families impacted by war. This helps develop children as effective contributors and global citizens through making a positive contribution to their local community and the wider world.

Equity for all learners

- Senior leaders and staff understand the social and economic contexts of the school community very well. They demonstrate a commitment to ensuring that all children participate fully in all aspects of school including trips and social activities. They use PEF to support the cost of excursions and residential trips ensuring that financial difficulty is not a barrier to participation. The headteacher provides sensitive support to families facing financial difficulties. This includes access to a pre-loved uniform bank, free fruit and the 'kindness cupboard' which holds

a stock of sports clothing. This helps reduce the cost of the school day for families and ensures all children are able to take part in school life with confidence.

- The headteacher and staff carefully review gaps in attainment of those impacted by poverty. The headteacher uses PEF to provide increased staffing to help children who require additional support to address these gaps. Staff work effectively to plan and deliver interventions which support children's progress in learning very well. As a result, positive progress is being made in reducing poverty-related attainment gaps. Senior leaders and staff should strengthen further their understanding of the impact of PEF funded roles and interventions on children's learning. This will help them understand more explicitly the extent of the impact interventions 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.

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