

Summarised inspection findings

Netherburn Primary School

South Lanarkshire Council

21 January 2025

Key contextual information

Netherburn Primary School is a non-denominational, rural primary school situated near Larkhall in South Lanarkshire. Eighty-eight children, arranged across four composite classes, attend the school. The school also has an early learning and childcare class for children from age three to those not yet attending school.

The headteacher has been in post for eight years and is supported by a principal teacher. The substantive principal teacher is currently seconded to South Lanarkshire Council for three days each week. Two class teachers cover the 0.8 full time equivalent principal teacher post.

Almost all children live in Scottish Index of Multiple Deprivation decile 2. Around 37% of children are in receipt of free school meals. Almost half of children attending the school receive additional support with their learning.

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 headteacher provides highly effective leadership to the school community. She has high aspirations for children, staff and families. The headteacher has worked very well with staff and children to create a welcoming, vibrant and highly inclusive environment for learning. The relevant values of nurturing, resilience, achievement, inclusion, respect and teamwork underpin the work of the school. These values are clearly evident in daily interactions between children, staff and families.
- The leadership team are highly skilled in leading and managing change. Staff, partners and parents talk positively about the impact they are having on improving the school and outcomes for children. They value the importance the leadership team place on ensuring every child at Netherburn Primary flourishes.
- The principal teachers play a key role in driving forward improvements in literacy and numeracy. This includes, leading on whole school initiatives, acting as effective role models for staff through team teaching and delivering high-quality parental engagement groups. In addition to this, the substantive principal teacher contributes to improvement across the authority through a temporary second roles. There is clear evidence of their work impacting positively on attainment in literacy and numeracy across the school.
- The headteacher ensures the school improvement priorities are well-informed through ongoing self-evaluation. Children, parents and staff contribute regularly their views on what is working well and areas where further development is needed. Staff make effective use of data and take account of national policy and developments to identify areas of their work where improvements are required. As a result, the school improvement plan outlines clearly a relevant and ambitious three-year cycle of improvement. There is a strong focus on developing

further approaches to learning and teaching and improving attainment in writing. Children, parents and partners are all aware of the improvement priorities and how they contribute to change and improvement.

- Teachers engage regularly in helpful professional review and development meetings. They set targets to support school improvement and to develop their skills as teachers. The headteacher provides clear feedback to teachers through a rigorous and effective quality assurance programme. She provides staff with clear feedback. Staff value the advice they receive and use it to improve approaches to learning in their classrooms. The headteacher supports very well staff who are ready to take the next step in their career and move onto promoted posts. Staff are supported to engage in professional learning for aspiring leaders. All staff feel supported to reflect on and improve their practice.
- All staff are encouraged and trusted to lead improvements. This helps them to feel empowered and invested in the life and work of the school. Staff are very well supported through appropriate professional learning. Support staff are highly skilled in delivering interventions and in supporting children to be successful in their learning. This is having a positive impact on staff morale and fosters a strong team spirit. All staff are very proud of their role in driving forward change and improvement at Netherburn Primary School.
- All staff speak positively about the quality and relevance of their professional learning. In recent years, all staff have engaged in extensive professional learning on wellbeing and inclusion. This includes a focus on attachment and nurture. The impact of this is evident across the school through consistent positive relationships, restorative approaches and de-escalation strategies used. In addition to this, staff, including support staff, have engaged in professional learning to enable them to deliver targeted support for children and families who require individual support. This includes dealing with bereavement and change and a range of therapeutic supports. Children and families feel supported and articulate well the difference this has made to their wellbeing. Teachers and support staff took part in professional learning to develop early communication skills. This improved attainment in listening and talking for targeted children. They are building on this success by now using the approaches universally to improve communication skills across early level.
- Senior leaders plan and deliver a range of support sessions and team-teaching opportunities. This improves further staff knowledge and skills and ensures children experience consistent high-quality learning experiences. For example, support staff have monthly inputs on attachment and principal teachers team teach writing across the school. Staff are proud of the influence they are having on improving outcomes for children.
- Children make effective contributions to decisions about their school. Almost all children confidently lead and participate in the committees and pupil groups they participate in and take forward projects and initiatives that matter to them. As a result, children are clear about the difference they are making, and why this is important to their school community. The pupil council use How Good Is OUR School? to gather the views of all children in the school through well-established 'chit chat' groups. This includes their views on the quality of their learning experiences. They also take part in learning walks around the school providing senior leaders with feedback on what is working well and what they would like to change. The attachment and nurture committee are gathering evidence of strategies used throughout the school including calm corners, emotional check-ins and nurturing language. They plan to share effective practice with staff, children and families. Children value the opportunities they have to contribute to the life and work of the school.
- The headteacher actively seeks the views of parents and children in relation to Pupil Equity Funding (PEF). Children lead a consultation process with their peers and parents. They

feedback the results to the leadership team. The headteacher knows the needs of the community very well. She uses PEF to fund additional staffing including a Youth, Family and Community Learning officer. The PEF plan sets out clearly the intended impact of the additionality and key measures of success. There is strong evidence of PEF improving attendance and engagement and in improving attainment. Parents and children are aware of how PEF is used and the positive impact it is having.

2.3 Learning, teaching and assessment

very 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

- Staff have established positive and supportive relationships with children and their families. They know children and families very well and place a high value on their views and opinions. Children are proud of their school and display the school values of teamwork, resilience, nurture, achievement, respect and inclusion. All staff have had training in attachment informed practice. This training enables staff to work effectively as a team to support children to be ready to learn. As a result, almost all children are able to successfully engage in their learning. Staff think carefully and creatively about how to use spaces around the school to support individuals and small groups. Children benefit from purposeful and inviting learning spaces such as the school library and break out spaces. They value being able to choose the most appropriate place to complete their work.
- In almost all lessons, children are motivated and enthusiastic, demonstrating a willingness to contribute to discussions and share their ideas and opinions. As children move through the school, they are increasingly able to share their knowledge and understanding of topics and concepts they are learning.
- Most teachers use digital technology effectively to support learning. Teachers in the older classes use a virtual learning space to set children tasks to complete independently. They use interactive whiteboards well during lessons to illustrate numeracy strategies and share examples of work. Children demonstrate strong digital literacy skills. Children use tablet computers and laptops to access online games, access accessibility tools and use word processing features. Older children are developing well their coding skills. They are excited about their role in supporting younger children to engage in coding by creating an introductory guide.
- In almost all lessons, teachers' instructions and explanations are very clear. They routinely share the purpose of learning with children and outline the steps that children need to take to be successful. Almost all children articulate clearly the purpose of the tasks and activities they are engaging in. Teachers should build on this positive approach to support children to understand more clearly the purpose of their learning. Children are ready to be more fully involved in co-creating steps for success. Teachers' plans to help children understand better the skills they are developing will support children to set learning goals and reflect on their successes and next steps.
- In almost all lessons, teachers question skilfully using open-ended questions to check children's understanding and to extend their thinking. This is particularly effective during reading lessons and numeracy starter tasks. Teachers use questioning very well to deepen children's understanding of author techniques and styles when discussing their novels. Children's higher order thinking skills are supported as teachers use questioning to help them explain their chosen strategy to solve problems.

- In most lessons, teachers plan learning with appropriate pace and challenge. The embedded use of fluid groupings in numeracy and maths is supporting children to have ownership of their learning and be ambitious about what they can achieve. Highly skilled support staff provide appropriate, well-timed support for children who require support with their learning. All children are fully included in class learning experiences.
- As a team, teachers reflect regularly on their practice through collaboration with colleagues in school and across South Lanarkshire. For example, they worked in groups with colleagues from other schools to plan, deliver and observe a series of literacy lessons. This has strengthened further teachers understanding of high-quality learning and teaching.
- Staff have engaged with national practice guidance and professional learning to support the introduction of play in P1/2. They value the importance of play-based learning. As staff continue to develop their approaches across early level, they should ensure an appropriate balance of adult-directed, adult-initiated and child-initiated learning. They should plan further opportunities to promote independence, curiosity and exploration. This will support staff to ensure all children experience appropriate levels of challenge.
- Senior leaders have established a clear annual assessment calendar and position statement. This guidance supports staff to make effective use of assessment data to plan next steps in learning for individuals and groups of children. As children move through the school, they are developing skills and confidence in assessing their own learning and that of their peers. Almost all teachers use oral and written feedback well to support children in their learning. Children are clear about their strengths and next steps.
- Teachers use a range of formative and summative assessment approaches, including National Standardised Assessments for Scotland, to support their judgements on progress and attainment. Senior leaders support teachers to analyse assessment information effectively. This approach ensures teachers and senior leaders have a comprehensive knowledge of children's learning and progress. Staff target resources very well to support the needs of individuals and groups. This leads to highly effective universal and targeted support that ensures all children make progress in their learning.
- Teachers engage in a range of formal and informal moderation and validation activities with each other and colleagues from other schools. This supports a shared understanding of progression within and across Curriculum for Excellence levels. Teachers have a strong understanding of national Benchmarks in literacy and numeracy. Their judgements on progress and attainment are robust.
- Senior leaders meet regularly with teachers to discuss the progress children are making in literacy, numeracy and health and wellbeing. Together they quickly identify any children who require additional support, consolidation or extension in their learning. Teachers use this information very well to plan learning that meets the needs of children in their class.

2.2 Curriculum: Learning pathways

- Children access their entitlement to a broad general education. Teachers use a range of local authority progression pathways based on Curriculum for Excellence experiences and outcomes to plan learning for all curriculum areas. This ensures all children experience appropriate progression and depth in all aspects of their learning.
- Teachers plan opportunities for children to apply their literacy and numeracy skills across the curriculum. For example, children create information posters about natural disasters in their topic work and measure ingredients during food technology lessons. Teachers should continue to plan experiences for children to demonstrate their knowledge and skills across the curriculum.
- Approaches to outdoor learning are a strength of the school. All children experience well-planned progressive outdoor learning in the local woods. Teachers use information about children's strengths and development needs to plan outdoor learning. This ensures children's experiences outdoors build skills and attributes that support them to engage in their learning in the classroom. For example, children build resilience and problem-solving skills that support them in class when they face challenges in their learning. Children increasingly persevere in challenging tasks.
- All children learn French through a progressive programme. Most teachers reinforce language skills in daily routines using French phrases throughout the day. Children across the school engage in learning about Scots language and culture as part of the schools 1+2 languages programme. Children created a Scots poetry book to showcase their skills.
- All children experience a broad and balanced health and wellbeing curriculum. They engage in two hours of quality physical education each week. This includes opportunities to develop a range of skills through team sports, gymnastics and fitness activities. All children learn a range of cooking skills during well-planned food technology lessons.
- Children develop their understanding of Christianity and other world religions through a well-planned Religious and Moral Education programme. The headteacher plans appropriate religious observance through the assembly programme. This is well-supported by the chaplaincy team from local churches and religious organisations.

2.7 Partnerships: Impact on learners – parental engagement

- Parental engagement is a significant strength of the school. The headteacher has prioritised building effective relationships with all parents. This is impacting positively on children and families. Almost all parents are confident in approaching the school with worries or concerns about learning and wellbeing.
- All parents and carers value the very good relationships with staff. There is a high level of mutual respect and trust within the school community. Partners play a key role in supporting parental engagement. They work well with school staff to plan and deliver a range of parent groups. This includes family learning opportunities. Parents have gained first aid qualifications and learned strategies to support their children's wellbeing at home.
- The headteacher is creative in how she involves parents in contributing to school improvement. There are four planned opportunities across the year for families to spend time in school. This includes 'Bring your Parent to School Days' and 'Play on the Longest Day'. During these events the headteacher skilfully gathers the views of parents. Parents' views are used to inform PEF spending through the participatory budgeting approach. This has resulted in reducing the cost of the school day.
- The school offers a wide range of family learning opportunities. These include a highly successful 'You + Me' group to help parents support their child at home with numeracy. A few parents who have participated then take a lead role in future groups as 'parent ambassadors'. This approach is effective in adding value to the work of the school and contributes to the highly effective support for children and families.

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. At the time of the inspection, there were no identified areas for development.

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

- All staff place high importance on supporting children's wellbeing. This is strongly underpinned by a clear commitment to upholding children's rights. All staff have been involved in meaningful professional learning on attachment and nurture in recent years. This has resulted in a strong, shared understanding of the importance of wellbeing and its impact on learning and achievement. All children learn in nurturing, highly inclusive classrooms. They experience consistent and predictable care and support from all adults in the school. Children across the school get on very well with staff and one another. They interact with each other and adults with compassion and empathy.
- All children complete wellbeing assessments at the start of each year. These processes help teachers identify quickly any areas where children may require additional support to improve their wellbeing. Children complete 'wellbeing journals' throughout the year. This supports them well to identify steps they are taking in school and in the community to improve their wellbeing. Staff use the information from the assessments and journals to ensure all children access the right support at the right time. All children complete daily wellbeing check-ins at the start of the day. They complete additional check-ins if things change for them across the school day. Children describe very well the range of emotions that they experience and identify ways to manage their emotions and resolve worries. Staff use information well to monitor children's wellbeing and respond quickly and sensitively to any worries and concerns that arise. Children are given space and time to direct and lead their use of calm spaces, therapeutic supports and adult support. As a result, almost all children feel safe at school and can identify at least one adult they can talk to if they are worried or upset.
- Almost all children have a strong understanding of their own wellbeing. They articulate well how experiences in school helps them to reflect on and improve their wellbeing. Children who are librarians value their role in developing a love of reading within the school and wider community. They articulate confidently their role in providing a safe, inclusive space for children and adults to access a range of books. All children participate in food technology lessons. They talk confidently about how food choices support their long-term physical health. Children who lead masterclasses enjoy sharing their skills and talents with others. They enjoy the sense of achievement when their peers experience success. Almost all children attend a club or activity at lunchtime or after school. This supports very well the strong connection children feel with their school. They feel cared for and included in school life.
- The school has in place strong safeguarding and child protection processes. All staff participate in child protection and safeguarding training, in line with national guidance. They have a clear understanding of their role and are very proactive in identifying and addressing any safeguarding concerns that arise.

- All staff have a very strong understanding of the factors that may impact on a child's wellbeing and progress. As a result, almost all children access appropriate and timeous additional support. This includes support from the specialist support teacher and other agencies. All children who require additional support to achieve, access high-quality targeted support and interventions. Staff plan, monitor and evaluate all additional support through a well embedded, rigorous staged intervention process. All children who engage in targeted support do this at the start of the day. Highly skilled support staff provide effective short bursts of one-to-one support. This includes support for reading, maths recovery and extended wellbeing check-ins. All children are then quickly in class learning with their peers. Support staff continue to provide appropriate in class support for targeted learners. Children are able to overcome barriers to their learning through this approach. Staff are meticulous in their approach to ensuring children get the right support at the right time. Most children make very good progress towards their individual targets.
- A significant strength of the school are the approaches taken to support children and families who face additional challenges outwith school. This includes children who are care-experienced, young carers or children who have experienced loss. Children and families receive high-quality support tailored to their individual needs by highly skilled staff and partners. Staff and partners provide thoughtful and sensitive support to meet the unique challenges children and families face. As a result, the children and families feel valued and well-supported. Children are settled and happy in school and make progress with their learning. Families value greatly the range of well-considered support groups available within the school. Commendably, staff and partners have continued to work with children and families who have moved on to high school. This has helped to build the capacity of staff at the high school and ensure children continue to thrive in new environments.
- The headteacher uses PEF to fund a Youth, Family and Community Learning (YFCL) officer one day each week. The YFCL officer provides extensive, personalised support for children and families in school and at home. This includes help with routines at home, facilitating groups for children and parents to learn and play together and providing support and advocacy at meetings with other agencies. This partnership approach is impacting positively on the wellbeing of children and families. Almost all parents believe the staff know their child as an individual and that the school supports their child's wellbeing.
- Children are developing an understanding of protected characteristics. The headteacher uses the assembly programme to share information about disability, race, gender and beliefs. Children in the library committee carried out an audit of texts to ensure they reflected the diverse world they live in. They purchased new texts to reflect a range of cultures and families. Staff are well placed to build on this to help children develop the skills and confidence to challenge prejudice and discrimination.
- All staff have engaged in professional learning to support positive relationships and de-escalation. They deal with any instances of dysregulated or distressed behaviour in a consistent way. Children who require targeted support to manage their emotions are supported very well. Children quickly develop strategies to self-regulate through planned support including partnership working when required. As a result, children behave very well. There are very few instances of children displaying dysregulated behaviour.

3.2 Raising attainment and achievement

very good

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

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

Attainment in literacy and numeracy

- Overall attainment in literacy and numeracy is good. Almost all children are on track to achieve expected Curriculum for Excellence (CfE) levels in listening and talking. Most children at early and first level are on track to achieve expected CfE levels in reading and numeracy. A majority of children at second level are on track to achieve expected CfE levels in reading and numeracy. A majority of children across the school are on track to achieve expected CfE levels in writing. Almost all children requiring additional support make very good progress in their learning.

Attainment in literacy and English

- Overall, most children make good progress from prior levels of attainment in literacy and English. A focus on reading in recent years is impacting positively on progress and attainment. There are early signs that the current focus on writing is impacting positively on outcomes for children.

Listening and talking

- Across the school, almost all children demonstrate strong listening and talking skills in class and during social interactions. At early level, almost all children listen and respond appropriately to each other and adults in their classroom. They share stories through imaginative play. At first level, almost all children contribute well to class and group discussions. A few children need support to listen and respond appropriately to others. At second level, almost all children show respect for the views of others. They confidently offer their own viewpoint. Almost all children, build on the contributions of others by asking relevant questions, clarifying points or supporting others' opinions or ideas.

Reading

- Across the school, almost all children demonstrate a love of reading. They regularly select books from the well-resourced school library and inviting class reading corners. At early level, most children use their knowledge of sounds, letters and patterns to read simple words. They retell familiar stories through their detailed drawings and role play. At first level, most children read aloud a familiar piece of text adding expression. They are beginning to share their views about characters, writers' use of language and settings. A majority of children at second level read with fluency, understanding and expression using appropriate pace and tone. A few children make relevant comments about aspects of the writers' style, use of language and other features appropriate to genre. Children now need to apply their reading skills across the curriculum.

Writing

- At early level, a majority of children write for enjoyment. They enjoy exploring patterns and sounds in their play. At first level, a majority of children write independently, punctuating most

sentences accurately. They link sentences using common conjunctions, for example, and, because, but or so to vary their sentence structure. At second level, a majority of children create texts regularly for a range of purposes and audiences. They use a range of structures and styles appropriate to the genre. A few children attempt to engage the reader through use of language and vocabulary. Children across the school need to write extended texts for different purposes more regularly.

Numeracy and mathematics

- Overall, most children make very good progress from prior levels of attainment in numeracy and mathematics. A focus on numeracy over the last few years is impacting positively on progress and attainment.

Number, money and measure

- At early level, almost all children recite numbers to ten in songs and rhymes. They order numbers to 20 and enjoy exploring bigger numbers during play. Almost all children count objects using one-to-one correspondence. Most children identify the number before and the number after a given number. Children at first and second level articulate clearly the range of strategies they use to solve problems. Most children explain confidently their reason for choosing a particular strategy. At first level, most children use their knowledge of inverse operations to solve simple algebraic equations. Most children confidently round whole numbers to the nearest 10 and 100. At second level, children know the difference between debit and credit cards. A majority of children add and subtract decimals confidently.

Shape, position and movement

- At early level, children explore two-dimensional shapes and three-dimensional objects through play. Almost all children confidently name and sort shapes using a range of properties. They create symmetrical paintings and confidently use mirrors during outdoor learning to explore symmetry in their environment. At first level, most children recognise common two-dimensional shapes and three-dimensional objects. They are developing their use of mathematical language, for example, side, face, edge and vertex to describe the properties of shapes they know. At second level, children recognise and describe angles using appropriate mathematical language. A majority of children recognise the nets of three-dimensional objects. Children at second level are less confident working with angles and coordinates.

Information handling

- At early level, almost all children confidently gather and display information about their favourite shapes in a pictograph. They use the pictogram well to identify the most and least popular shapes. At first level, most children answer questions about data in bar graphs and charts. At second level, most children describe a range of ways to display data. They answer simple questions about graphs and charts. Children at second level now need to build their skills in analysing and interpreting a wider range of data.

Attainment over time

- Senior leaders have in place effective approaches to track closely attainment in literacy, numeracy and health and wellbeing over time. A number of children have joined the school at first and second levels. Senior leaders quickly gather attainment data for all children when they join the school. This enables them to identify and plan effectively for children who are not on track to achieve expected CfE levels. Their reliable and robust data shows an improvement in attainment for almost all children.
- The headteacher has a strong focus on accelerating progress and ensuring all children make the best possible progress in their learning. Staff use attainment data very well to identify trends over time. They use this data to inform the highly effective strategy to raise attainment. Building on their success in numeracy, staff have rightly identified the need to raise attainment

in writing. Their meticulous approach to tracking and analysing attainment data demonstrates clearly the initial impact of this work.

- Attendance figures are below the local authority and national averages. The headteacher has worked closely with the local authority to improve attendance with a specific focus on children with 90% to 95% attendance. This has impacted positively on overall attendance rates and the attendance of targeted children. The headteacher recognises the need to continue to improve attendance. The school improvement plan has a clear priority to address this linked to the local authority stretch aims. Although it is early in the school year, there are early signs of positive progress.

Overall quality of learners' achievements

- The quality of learners' achievements is a strength of the school. Children are very proud of the contribution they make to the life of the school. They demonstrate strong communication, problem solving and leadership skills through their participation in a wide range of leadership roles, committees and experiences across the curriculum.
- Staff celebrate children's achievements in and outwith school through weekly assemblies, a range of awards, displays and social media. Children are proud of their own and others' achievements. They articulate well how these successes support the strong sense of belonging they feel at school. Children are rightly proud of the national awards they received for their work on reading. These awards recognise and celebrate the effective contribution of staff and children in fostering a love of reading across the whole school community through the school and community lending library.
- Children participate in a range of clubs and masterclasses including tennis, football, chess and arts and crafts. A few older children lead these activities for younger children. Children recognise the benefit their participation brings to their physical and mental wellbeing. Children have a strong understanding of how their achievements beyond the classroom contribute to their overall progress and learning.
- Staff track children's participation in activities in school and in the community. They engage with children who do not participate in activities beyond the classroom and plan together opportunities to ensure all children experience success across the four contexts for learning. Staff are well placed to develop their tracking to focus more on the skills children demonstrate through their achievement and participation.

Equity for all learners

- All staff know children and families very well. They have a strong understanding of the range of challenges and opportunities children living in their rural community may face. Through their cost of the school day policy, they take sensitive and effective actions to mitigate against any financial barriers children and families might experience. All after school clubs, school outings and school events are funded through school funds and PEF. This ensures no child misses out.
- The headteacher has robust plans in place for the use of PEF. She uses PEF to fund additional teaching staff, additional support staff and a Youth, Family and Community Learning Officer. The headteacher has identified clearly the attainment gaps that exist. There is clear evidence of this impacting positively on outcomes for children who receive supports and interventions funded through PEF. This includes improved attendance, increased engagement in learning, improvements in wellbeing and an increase in the number of children who are on track with their learning.

Practice worth sharing more widely

Partnership working is a significant strength of the nursery class and school. The headteacher and staff work very well with partners including the Youth, Family and Community Learning officer, local third sector organisations and cluster schools. This work has a strong focus on working with families to secure better outcomes for all children. Staff and partners provide well planned programmes which support children and families to improve literacy, numeracy and health and wellbeing.

Families, including those facing the greatest challenges, receive high-quality universal and targeted support. Staff and partners work with families to overcome any barriers to engagement and are highly responsive to individual family circumstances.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.