

Summarised inspection findings

St Joachim's Primary School

Glasgow City Council

18 August 2026

Key contextual information

St. Joachim's Primary School is a denominational school located in Carmyle, a small community in the North East of Glasgow. The school's catchment secondary school is located in a neighbouring local authority.

The current roll is 72 children working across four classes, four of which are mixed stage. Twenty-six percent of children reside in quintile 1 of the Social Index of Multiple Deprivation. A minority of children have English as an Additional Language and 38% of children have free school meal entitlement.

The headteacher has worked at the school for 13 years and assumed the post of headteacher nine years ago. She is supported by a principal teacher. The school has four class teachers and three part-time Support for Learning Workers (SfLW).

1.3 Leadership of change	weak
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	

- With the support of the local authority, senior leaders need to improve the leadership of change within the school. There is an important need for the school to have a more strategic, robust and collaborative approach to identifying, implementing, embedding and evaluating improvements.
- Staff work together closely and have a strong understanding of the local community. The school values are kindness, friendship, confidence, helpfulness and honesty. These reflect Gospel values and staff make them a focus for whole school assemblies and celebrations of children's achievements. A majority of children name a few of the school values but are unsure about their origin or purpose. Senior leaders recognise the need to involve children, parents and the whole school community in a review of the vision, values and aims. This should help to ensure that these reflect fully the unique context of the school. The values need to be meaningful and relevant to all and embedded in the day-to-day life of the school.
- Senior leaders need to improve approaches to improvement planning. They should use a wider range of evidence, including attainment data and feedback, more effectively to identify the most important issues that require attention. Senior leaders should ensure that improvement targets are more specific and measurable. This should help them to evaluate more accurately the progress that has been made and the subsequent impact on outcomes for children. Senior leaders also need to ensure that resources are allocated more effectively to support identified improvements.

- Senior leaders have well-defined remits and carry out an appropriate range of quality assurance activities across the year. They provide teachers with supportive feedback on planning, teaching and learning and children's written work. Teachers also engage in formal and informal peer-observation to support improvement in learning and teaching. Senior leaders and teachers should build on this and ensure that feedback includes clear next steps for improvement that they revisit during subsequent quality assurance activities. They should also align quality assurance more closely to improvement priorities. This will help to evidence progress made towards achieving agreed whole-school objectives.
- Senior leaders need to develop a more systematic, rigorous and collaborative approach to self-evaluation and implementation of improvements. Senior leaders and teachers self-evaluate using a few aspects of How Good Is Our School (4th edition). They take forward agreed improvements in learning and teaching, such as developing approaches to feedback and assessment, at an appropriate pace. They engage in helpful professional learning to support improvement work. Senior leaders seek children's opinions about improvements during assemblies and use surveys and questionnaires to gather the views of parents. A minority of children and parents feel that the school takes their views into account when making changes. Senior leaders now need to ensure that children and parents have a more active role in the school's self-evaluation activities.
- All teachers lead a house group and at least one other pupil leadership group. They introduced pupil committees to promote anti-racism, anti-bullying and social justice, in response to the current context of the school and community. Teachers also lead on the development of a range of curricular areas, such as digital learning, languages and play pedagogy. They benefit from high-quality professional learning and opportunities to collaborate with colleagues from outwith the school. This is helping to build their confidence and skill in taking forward improvements in areas such as feedback and assessment.
- A majority of support staff have opportunities to lead improvement. These include leading targeted interventions for children who require support with aspects of their learning. As planned, senior leaders should build on this and develop further leadership roles for support staff. This will help to build leadership capacity across the school and contribute to collaborative improvement.
- Children take on the roles of digital leaders, sports leaders, junior road safety officers and house captains. Every child is a member of a pupil group or committee. However, children are unable to identify clearly the aims of these activities or the influence that their leadership roles have on school improvement. Senior leaders and staff should support children to understand better the purpose and intended outcome of the pupil leadership roles, groups and committees and help them to evaluate progress and impact.
- Senior leaders invite parents, including those on the Parent Council, to provide their views on how Pupil Equity Funding (PEF) should be spent. The response rate is low and parents have very limited knowledge of the purpose of PEF and how the funds have been allocated within the school. Senior leaders should involve more fully all parents in decision-making about the use of PEF and in planning for school improvement.

2.3 Learning, teaching and assessment

satisfactory

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

- Across the school, staff model positive interactions during lessons and have created attractive and purposeful classroom environments. Staff involve children in the creation of charters in each classroom. As a result, a majority of children behave well in class. In a majority of lessons there is a high noise level and a minority of children display low-level disruptive behaviours. This impacts negatively on the overall quality of children's learning. Senior leaders and staff should have higher expectations about the standard of children's behaviour during lessons. They need to share these standards with children and link them explicitly to the school values and children's rights. This should help children to understand how the values relate to them and help them to display consistently positive behaviour across the school.
- All teachers have created attractive and well-resourced classrooms. In most classrooms, wall displays are engaging and include examples of children's work. All classrooms are well organised and support children well to access resources independently. Staff have created breakout spaces, such as calm corners, in each classroom. Children use these spaces well to engage in a variety of activities and to help regulate their emotions.
- A minority of lessons reflect children's interests and include opportunities for group work and active learning. In these lessons, children demonstrate motivation and engagement in their learning. However, a majority of lessons are too teacher-led and the pace is slow. This results in children disengaging from their learning and is a contributing factor in instances of low-level disruptive behaviour. Teachers should now quicken the pace of their lessons and ensure activities are enjoyable and align clearly with the intended learning. Children would benefit from increased opportunities to lead their own learning. This should help to enhance and sustain children's engagement in their learning and lead to improved attainment.
- Staff have agreed recently on features of an effective lesson, 'What a good St. Joachim's lesson looks like.' This is supporting them well to develop aspects of consistent practice across the school. In most lessons teachers' explanations and instructions are clear. They share effectively the purpose of the lesson and ensure that children understand how to be successful in their learning. Teachers should now involve children more meaningfully in the creation of their steps to success. This should support children to take more responsibility for their learning. All teachers use effectively a variety of questioning techniques to elicit understanding, and in a majority of lessons, teachers' questioning deepens children's thinking. This supports children well to develop their higher order thinking skills.
- Teachers have recently enhanced their approach to providing feedback through their engagement in professional learning. In a majority of lessons, teachers provide effective verbal

feedback. This supports children to understand how they can improve their work. The quality of written feedback in writing jotters is consistently high across the school. Children speak positively about receiving written feedback in their writing jotters and understand how the feedback helps them to improve. Teachers should now extend this approach across the curriculum and provide increased opportunities for children to edit and improve their work. All children have individual learning targets in literacy and numeracy, but only a few are able to identify these. Teachers need to support children to be more aware of their individual targets, assess their own work and the work of their peers. This should help children to become more independent learners.

- Staff are at the very early stages of providing outdoor learning experiences for children across the school. Children speak enthusiastically about the few occasions when they learn outdoors in their extensive school grounds. Senior leaders and staff should now create an outdoor learning progression pathway. They need to increase the frequency of outdoor learning opportunities for children across the school. This should help to ensure that children learn important skills in the outdoors. This has the potential to improve children's physical and emotional wellbeing, motivation and engagement in learning.
- Teachers use a range of digital technology successfully to enhance children's learning. They refer to an effective digital framework to ensure children develop their digital skills in a progressive way. All teachers use interactive whiteboards well to introduce learning and to extend children's understanding. All children in P6 and P7 have access to an independent tablet computer, and younger children have access to shared devices. Children use these devices confidently and independently. There are positive examples of older children developing coding skills. A few children access assistive technology to remove barriers to their learning. Children speak positively about the impact this has had on the quality of the work they are able to produce. Teachers use an online platform to provide learning tasks and to communicate with parents. Children use this online platform successfully to share pieces of work with their teacher and families. This is supporting children to take pride in their work.
- Staff are beginning to introduce play experiences for younger children. A few teachers have engaged in professional learning and are working alongside a mentor to support and develop their practice. This is supporting them well to develop their understanding of what high-quality play looks like. For example, they have created engaging, well-zoned spaces in the classroom environment. This is beginning to support children to develop their curiosity and creativity skills. Staff should continue to engage with national practice guidance and continue to seek professional learning in this area. In doing so, they should consider closely the balance between child-initiated, adult-initiated and adult-led experiences. Staff should develop their observations of children's play and use these to plan experiences and spaces which allow children to build on their prior learning.
- Teachers engaged recently in professional dialogue relating to assessment. Teachers implement successfully a variety of summative and formative assessments at agreed points throughout the year. They use the assessment data and information well to inform their planning. For example, they use standardised assessments at first and second levels to identify gaps in learning and work to address these. Teachers should continue to develop their use of assessment information, ensuring that they use the full breadth of information available to them. This will develop further the accuracy of their professional judgements relating to children's progress and achievement.

- Teachers have engaged in moderation activities to improve their practice and professional judgements relating to children's progress. For example, they worked with colleagues from other schools to plan a writing lesson, observe each other's practice and moderate examples of writing. Teachers share a wide range of helpful information relating to children's progress and attainment with each other and with any new members of staff. As a result, all teachers know children well and feel increasingly confident in their professional judgements relating to children's progress and achievement.
- Teachers use a digital tool to track children's attainment and achievement in literacy and numeracy. Senior leaders meet regularly with all teachers to discuss children's progress, using the tracking information. Senior leaders and teachers should now analyse more robustly the progress and attainment data available to them. They now need to use attainment information more effectively to identify trends and address dips in attainment as children progress through the school. Senior leaders should ensure that all attainment data is recorded accurately.
- Senior leaders and teachers discuss barriers which may impact children's attainment and achievement, including socio-economic disadvantage. They devise strategies to remove these barriers and plan additional support for learning interventions to close attainment gaps. Senior leaders and staff should use a range of data more robustly to identify more effectively children who would benefit most from targeted interventions.
- All teachers plan effectively over the short, medium and long term. Senior leaders monitor teachers' planning on a regular basis and provide helpful feedback. Teachers should now increase their use of active approaches and involve children more effectively in planning their learning. This should help to improve children's engagement and support them to take more responsibility for their learning. Across the school, a few children are capable of achieving more. Teachers should now ensure that they plan learning which is sufficiently challenging and meets the needs of all children.

2.2 Curriculum: Learning pathways

- Teachers use effectively progressive pathways to plan and track children's learning in almost all areas of the curriculum. This ensures they plan learning which builds on children's prior learning. Teachers bundle experiences and outcomes from across the curriculum to provide engaging contexts for learning. For example, older children were motivated by a recent focus on World War 2. Whilst teachers use progressive pathways to plan for social subjects, they should also use these to track children's progress in this area. This will help to ensure that children explore all experiences and outcomes in appropriate breadth and depth.
- All children are allocated two hours of physical education (PE) each week. However, lessons are overly teacher-led and children spend too long being inactive. Teachers should now ensure that learning time is maximised, increasing the amount of time provided for children to engage in physical activity during these allocated slots. This would improve the quality of PE lessons.
- All children receive their entitlement to the 1 + 2 modern languages curriculum. All children learn Spanish and older children also learn French in term four.
- All children benefit from access to a broad and balanced Religious Education in the Roman Catholic schools curriculum, underpinned by the Gospel values. Teachers use the 'God's Loving Plan' framework to support their planning. Children have regular opportunities to engage in religious observance, attend Mass regularly as a school and take part in Parish events. The school chaplain supports sacramental preparation in partnership with the school.
- Teachers provide children with access to class libraries. Children speak positively about borrowing a variety of books and having opportunities to read in class. This is beginning to help develop a reading culture across the school. Staff should consider working with the anti-bullying and anti-racism leadership committees to purchase a range of books which celebrate diversity and inclusion. This should help children to learn more about protected characteristics and to demonstrate respect and tolerance towards all others.

2.7 Partnerships: Impact on learners – parental engagement

- Senior leaders and teachers use an online platform and newsletters to provide information about school events. Senior leaders and teachers provide parents with a few opportunities to be involved in the life of the school. For example, the digital leaders invited parents of P6 and P7 children to present them with their new tablet. Additionally, senior leaders and staff invite all parents to watch children perform in school events, such as the St. Andrew's Day celebration and Nativity performances. The headteacher and staff should review their current methods of communication with parents to help ensure that they keep all parents up to date with the work of the school.
- Parents benefit from opportunities each session to discuss their child's learning with the class teacher. A majority of parents feel they receive helpful feedback about how their child's learning is developing. A minority of parents feel this information reaches them at the right time. A minority of parents feel that staff provide advice on how to support learning at home and organise activities where parents and children can learn together. Senior leaders and teachers should now develop further opportunities for parents to be involved more fully in their child's learning. They should ensure that they provide parents with more help to understand how teachers assess their child's learning and the progress their child is making.
- The very small Parent Council raise funds to support a few school initiatives. For example, they organised the Christmas Fayre. A minority of parents feel that they are kept informed about the work of the Parent Council and are encouraged to participate. Moving forward, senior leaders, staff and parents should work together to increase significantly membership of the Parent Council. They need to raise its profile, ensuring that it is more integral to the life of the school and contributes much more fully to school improvement.

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 that need to be addressed as a matter for urgency.
- Following the inspection the education authority working with the school, have taken forward areas for improvement in safeguarding which required urgent action. HM Inspectors have reviewed information relating to these areas for improvement. HM Inspectors are satisfied with the response taken by the education authority and do not require any further information.

3.1 Ensuring wellbeing, equality and inclusion

weak

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

- With the support of the local authority, senior leaders need to take prompt and structured action to improve relationships and behaviour within the school. Just over half of children feel that other pupils are well behaved and treat them fairly and with respect and that bullying is dealt with well. A minority of parents feel that the school deals effectively with bullying and supports their child's emotional wellbeing. Senior leaders need to review approaches to resolving children's disagreements and the use of specific sanctions for children. They need to work in close collaboration with all staff, children and parents to develop a whole-school positive relationships and behaviour policy. The policy must reflect local and national guidance, and all members of the school community should ensure that they apply it consistently.
- Children learn about aspects of health and wellbeing through the health and wellbeing curriculum. Most children know the benefits of a healthy lifestyle, but their knowledge of food technologies is limited. Children do not have an appropriate understanding of issues such as, equality, protected characteristics and inclusion. Staff should provide children with significantly more opportunities to explore and celebrate diversity.
- Every class has a class charter and the school has gained accreditation for its previous work on children's rights. Senior leaders highlight rights at weekly assemblies and on displays around the school. Children name a few rights but do not link these to their own lives at home or at school. They require more support from staff to develop further their understanding of their own rights and those of others.
- Children are beginning to develop their understanding of the wellbeing indicators. They complete wellbeing evaluations twice a year and senior leaders and teachers analyse results to identify collective or individual issues. They take steps to address concerns raised. For example, they introduced recently the 'one trusted adult' approach to help children to identify someone they could talk to about their worries. Most children feel safe at school and have someone to talk to if they are upset or worried.
- Senior leaders and staff are aware of their statutory duties. They complete annual child protection training and monitor attendance and bullying. The headteacher now needs to take a much more robust approach to managing children's absence and allegations of bullying behaviour. She should ensure that the approach taken aligns with local and national guidance. Senior leaders should ensure that all children who are care-experienced are considered for a coordinated support plan. They need to record the date and outcome of this in line with local

and national guidance. A more robust approach to these areas should help to keep children safe and ensure that they receive the help that they are entitled to.

- 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. Several areas for improvement have been agreed with the school and the school meals provider.
- Senior leaders and teachers understand the range of wellbeing and learning needs within the school. They develop individual plans that outline support strategies and resources that children may benefit from. They identify individual targets and measures of success for each child. A majority of children make good progress towards their individual targets, although these are not all well-defined. Senior leaders now need to ensure that children and parents are involved more fully and regularly in setting and reviewing targets. They need to ensure all targets are clear and include measurable outcomes. Senior leaders should consider developing a strategic overview of the progress made by children who require additional support with aspects of their learning and wellbeing. This should help them to evaluate and evidence more clearly the impact of all interventions and inform future planning.
- Senior leaders have introduced a range of wellbeing interventions to support children. These are led by partners, SfLW and teachers. They include art-therapy, a Lego club and a programme designed to help children recognise and manage their emotions. There are a few examples of these initiatives having a positive impact on children's ability to recognise and discuss their emotions with greater clarity. Senior leaders and staff should now build on this and develop further approaches to supporting children's wellbeing.
- Children at P7 take part in a well-established programme of visits to their catchment secondary. Senior leaders also work in partnership with other local schools to support children who are joining a different secondary school. Teachers share information about children's needs and agreed strategies. This ensures that children are supported well throughout their transition into secondary. Children who require additional support for aspects of their learning benefit from enhanced transition arrangements. New P1 children visit the school a few times with their parents in the spring term. This enables children and parents to become familiar with the learning environment, meet staff and begin to develop relationships with each other. Parents attend an information session in the summer term whilst children spend one afternoon in their new classroom. This supports children to settle into the school. There is significant potential to provide new P1 children, parents and staff with more time to build relationships and establish a successful foundation for future progress.

3.2 Raising attainment and achievement

satisfactory

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 across the whole school is satisfactory and attainment in numeracy is good. A majority of children are on track to achieve in reading and writing and most are on track in talking and listening. Most children are on track to achieve in numeracy.
- A majority of children who receive additional support for their learning make good progress towards their individual targets.

Attainment in literacy and English

- Attainment in literacy and English is satisfactory at early level, weak at first level and good at second level.
- A few children across the school are capable of achieving more, if provided with sufficient challenge in their learning.

Listening and talking

- At early level, a majority of children talk clearly to others in a variety of contexts and respond relevantly to questions. A minority of children need support to take turns when listening and talking. At first level, most children take turns and respond to others in a respectful way. They contribute well to group and class discussions and respond successfully to different types of questions. At second level, most children build on the contributions of others. They identify effectively the difference between fact and opinion with suitable explanations. Children at first and second levels would benefit from increased opportunities to plan and deliver organised presentations to an audience. Across the school, children require support to moderate noise levels during learning time.

Reading

- At early level, a majority of children recognise patterns in words and identify successfully the different single sounds made by most letters. A minority of children require support to recognise and say sounds made by a combination of letters. At first level, a minority of children use a range of word recognition strategies independently and decode unknown words successfully. They use context clues to read and understand texts. A majority of children at first level need to develop further their skills in reading aloud fluently, using punctuation and grammar to read with expression. At second level, most children scan texts well to find key information. They read aloud with appropriate pace and tone and use punctuation, grammar and context clues to read unfamiliar texts with understanding. A

minority need to develop further their understanding of authors' use of characterisation, setting and structure.

Writing

- At early level, a majority of children make an attempt to use a capital letter and full stop in at least one sentence. They write from left to right and leave a space between words. A minority of children need support to improve pencil control and letter formation. At first level, a minority of children link sentences using common conjunctions and start sentences in a variety of ways to engage the reader. A majority require more regular opportunities to create texts for different purposes. In doing so, they should be supported to punctuate most sentences accurately, checking their writing to ensure it makes sense. At second level, most children use appropriate vocabulary to suit the purpose of their writing. They organise information in a logical way and use paragraphs effectively to separate thoughts and ideas. A minority of children require support to write most sentences in a grammatically accurate way, using a range of punctuation. At first and second levels, staff should encourage children to practise writing in a legible way, ensuring that written work is presented neatly.

Attainment in numeracy and mathematics

- Attainment in numeracy and mathematics is satisfactory at first level and good at first and second level.

Number, money and measure

- At early level, most children add and sequence numbers within 10 accurately. They recognise months of the year and understand the concept of halves. They are developing their understanding capacity and improving their formation of numbers. At first level, a majority of children use the correct notation for common fractions and make reasonable estimates of length. They convert hours to minutes and know multiplication facts. Children are less confident to calculate change, estimate volume and add three-digit numbers. They need support to make the link between multiplication and division. At second level, most children round decimals to whole numbers and have a sound understanding of place value. They use 24 hour notation accurately and identify different ways to pay for items. They calculate perimeter but require support to calculate area. Children need further support to multiply whole numbers by two-digits and understand the relationship between time, speed and distance.

Shape, position and movement

- At early level, most children understand directional language. They recognise simple two-dimensional shapes. They are less confident identifying left and right. At first level a majority of children use the correct terminology to describe two-dimensional shapes. They are less confident to identify the features of three-dimensional objects. They understand the purpose of grid references but need to develop further their knowledge of angles. At second level, most children describe common angles using the correct terminology but are less sure when calculating complementary angles. They need support to draw nets of three-dimensional objects and understand the relationship between diameter and radius of a circle.
- At early level, most children interpret data displayed on a bar graph and use tally marks to record information. They identify how information is used within their own environment. At first level, a majority of children interpret a pictograph to answer questions and describe the likelihood of everyday events using appropriate language. They need support to understand

a range of ways that data can be presented. At second level, most children understand the concept of reliability and identify a few ways to gather and display information. They analyse data to answer questions.

Attainment over time

- In session 2024/25, the school's average attendance was 89%. This was below the local authority and national average. Senior leaders identify term-time holidays and extended weekends as a contributing factor to low attendance. Senior leaders include reminders about the importance of regular attendance in parental newsletters. Currently, there are no children on part-time or flexible timetables and there have not been any exclusions in recent years.
- A few children have very low attendance. The headteacher writes to parents to notify them of concerns. Senior leaders also engage in informal conversations with parents to offer support. However, attendance rates remain low and have continued to decrease steadily for a majority of these children. As a matter of priority, the headteacher must take a much more rigorous and systematic approach to improving attendance. She needs to work closely with children and families to address concerns about absence and follow consistently the local authority's attendance procedures.
- Data over the past three years indicates that attainment declines for all cohorts in literacy, and for a majority of cohorts in numeracy, as children progress from early to first level. Children's attainment from first to second level has remained steady or improved for all cohorts in literacy and for a majority of cohorts in numeracy. Moving forward, it is important that senior leaders and staff analyse more effectively the attainment of cohorts of children as they progress through the school. This should help them to identify and address negative trends as they arise and take appropriate and timely action to raise attainment.

Overall quality of learners' achievements

- Senior leaders and staff celebrate successfully children's achievements in and out of school during assemblies and on displays. This is supporting children to develop their confidence and self-esteem.
- Across the school, a majority of children attend additional experiences outwith the school day and all children take part in pupil leadership groups. However, they are unsure of the skills they develop as a result of their participation in these activities and are unable to explain successfully how their actions lead to positive change. Senior leaders and staff should ensure that achievements beyond the classroom are more meaningful. They should track children's participation and wider achievements to help them target more effectively children who may be missing out on opportunities to experience success.

Equity for all learners

- All staff know children and families well. They discuss and implement plans designed to remove barriers, including socio-economic disadvantage. For example, senior leaders and staff signpost a few families to support networks and distribute sensitively donated food vouchers. All children benefit from attending a partially subsidised whole-school annual trip. These measures are helping to reduce the impact that socio-economic disadvantage has on children's opportunities to experience success. Senior leaders and staff should now work more closely with families to enhance further their approaches to reducing costs associated with the school day. This will help to ensure that all children are included fully.

- Senior leaders and staff use PEF to provide targeted support in reading for identified children at P2 to P5. Most children who receive this targeted input make good progress in reading. The poverty related attainment gap in reading is reducing as a result of this intervention. Senior leaders should take steps to identify more clearly where poverty-related attainment gaps exist across the school and use this to support the planning of interventions. This should help to increase the impact PEF has for a greater number of identified, eligible children across the school.

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.