

Summarised inspection findings

St Anthony's Primary School

West Lothian Council

18 August 2026

Key contextual information

St Anthony’s Primary School is a denominational primary school serving the communities of Armadale, Blackridge and Westfield within West Lothian Council. At the time of the inspection, the school roll was 179 children across eight classes. Approximately 20% of children require additional support with their learning. Approximately 22% of children live in Scottish Index of Multiple Deprivation deciles one and two and approximately 32% of children reside in deciles seven to nine. The headteacher has been in post since February 2019 and is supported by a principal teacher who has been in post since September 2025.

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

- The effective leadership of the headteacher, very ably supported by the principal teacher has led to positive change across the school. They have a clear vision for improvement and are focused on securing the best outcomes for all children. Senior leaders worked recently with staff, children and parents to review the school’s values of achievement, confidence, faith, honesty, love and respect, and concluded that they remain relevant. Children articulate the school values very well throughout their daily interactions. Staff refer to the school values in daily conversations and senior leaders discuss these at school assemblies. Children are proud of their school and demonstrate very well the school vision of ‘a place where children learn and grow through faith, love and respect’.
- Senior leaders and staff work well together to identify and agree the school improvement plan (SIP) priorities, using a range of self-evaluation information and data to inform their decision making. For example, they use their analysis of attainment data, ongoing self-evaluation and feedback gathered from children to inform improvement planning. As a result, senior leaders and staff have identified clear, detailed and measurable priorities. This helps them to evaluate the progress they are making throughout the year. This session, these priorities include improving attainment in literacy and numeracy and introducing a new approach to teaching numeracy and mathematics. As well as, developing the school’s skills framework and targeted approaches to closing their identified attainment and achievement gap. Almost all children are consulted on improvement priorities and help to identify activities and approaches that will support improvements. Senior leaders, in consultation with a few children, have developed a ‘pupil and parent friendly’ version of the SIP. Senior leaders should continue to consider the time scales of each improvement activity to ensure that the pace of this work remains sustainable.

- Staff engage very well in the professional review and development (PRD) process. Teachers select the most appropriate professional standards and use these effectively to reflect on their practice throughout the year and in preparation for PRD. Staff engage in coaching conversations with senior leaders to discuss their self-evaluation and identify appropriately their professional learning targets. Aspects of these targets are linked to the school improvement plan. This is increasingly supporting staff to enhance improvements in aspects of the school's work. For example, they engage in practitioner enquiry linked to their PRD professional learning targets. This year professional enquiry projects are aligned with the introduction of new approaches in teaching numeracy, an aspect of the SIP. Senior leaders have produced a comprehensive annual professional learning calendar. This identifies clearly the professional learning activities both within school and across the learning community for all staff to engage in and develop further. Senior leaders should now consider how they can enhance this offer further by identifying staff who could share their practice across the school.

- Senior leaders work well with stakeholders to evaluate the work of the school at key points throughout the year. Staff work well together to discuss school improvement progress. Parents and children contribute to school evaluation by completing surveys on various aspects of school life. Children engage in focus groups to provide their views on the work of the school. Senior leaders have created a helpful quality assurance calendar which outlines planned evaluative activity both within school and across the learning community. For example, senior leaders sample children's work, carry out classroom observations and provide feedback to teachers. Teachers have also engaged in classroom observations and provided feedback to their peers. Senior leaders should model how to ensure that all feedback provides constructive next steps. They should now ensure that all quality assurance activities align with the aspirations set out in the school improvement plan. For example, a greater involvement of staff in jotter monitoring to improve the quality of feedback children receive on their work across the curriculum. There is a need to develop further effective self-evaluation to support continuous improvement through increasing further stakeholder engagement. Senior leaders should, as planned, consider creative approaches to engaging parents and partners further in school improvement planning and evaluating the work of the school.

- Senior leaders discuss the range of roles available with teachers during annual PRD meetings. All staff across the school undertake leadership roles in areas such as, numeracy, literacy, UNCRC, 1+2 languages and inclusion. For example, numeracy leads have led successful developments in the teaching of numeracy. They have worked with staff across the learning community to develop their understanding and have delivered professional learning to all teachers within school on this approach. Senior leaders should now consider how all staff leadership roles can align better to the school improvement priorities.

- All children have a leadership role within their classrooms. This is supporting children to develop further their social and team working skills. In addition, a minority of children undertake leadership roles supported by teaching staff. Staff support children to produce action plans and children liaise with peers in their class on aspects of school life to gather their views and opinions. Staff should now work with children to improve clarity of plans and progress within each leadership group. This should support children to understand fully their role in school improvement and support them to develop further their leadership skills. To support school improvement further senior leaders should now consider how pupil leadership groups align with school improvement priorities.

- Senior leaders and staff's relentless focus on equity across all aspects of the work of the school is a strength of the school. All staff demonstrate a strong understanding of the socio-economic and cultural context of the school and wider community. Senior leaders use data very effectively to identify their equity gaps. They use this information to produce a detailed equity strategy which informs their planning of Pupil Equity Funding (PEF) allocation. They track the progress and improvement of identified children very effectively. They update their PEF plan throughout the year as a result of additional information and planning. Staff, children and parents are consulted on the proposed PEF allocation.

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

- Senior leaders and staff provide children with a warm and welcoming ethos, firmly grounded in gospel values and underpinned by the well-embedded school values. All staff work very well together to provide a positive learning environment for all children. Children are friendly, polite, and proud of their school.
- All staff have nurturing relationships with all children. They know children and families very well, including their individual needs. All staff ensure caring and respectful interactions underpin learning and teaching and promote effectively children's rights. Teachers work with children to develop class charters linked to children's rights. This is helping to foster a culture of equality and mutual respect for all. Teachers use a range of positive behaviour strategies to set clear expectations and ensure children engage in learning, such as 'I spotted you' cards and house tokens. As a result, almost all children behave very well and are kind and considerate towards each other. Across the school, a few children can disengage from their learning, particularly in lessons which lack appropriate pace and challenge. Senior leaders should now support staff to ensure all children experience learning that meets their individual needs.
- Children benefit from learning in collaborative groups, with learning partners and individually. In the majority of lessons staff meet the needs of most children effectively. Teachers plan appropriately for children who require additional support with their learning. Pupil Support Workers (PSW's) provide high-quality interactions as they facilitate targeted interventions for groups and individuals. Senior leaders must now work with teachers to review and improve approaches to planning to provide increased challenge for children who could achieve more.
- Almost all teachers ensure children are given the opportunity to make clear links to prior learning. In almost all lessons, teachers share effectively the purpose of learning with children. This supports children to understand what they are learning and why. In most lessons, teachers work with children to co-construct steps to success. This helps children to understand what they need to do to achieve the planned learning. In almost all lessons, teachers provide clear explanations and instructions. In almost all lessons, teachers use questioning effectively to check children's understanding. In a minority of classes teachers use questioning well to develop children's curiosity and creativity. Senior leaders should now ensure that there is greater consistency for all children across the school to benefit from questioning that develops their higher-order thinking skills. In the majority of lessons, children are given opportunities to demonstrate personalisation and choice in their learning, such as, when and how they complete activities. As a result, children demonstrate high levels of engagement and are more actively involved in their learning.

- Teachers highlight explicitly the school's agreed learning skills in each lesson allowing children daily reinforcement to associate skills with learning activities in class. Almost all children can articulate confidently these skills and link them successfully to their day-to-day learning. These approaches are contributing strongly to the development of the four capacities, enabling children to become successful learners, confident individuals, responsible citizens and effective contributors.
- Staff use digital technology effectively across the school to support their daily planning and to evidence children's learning. All teachers use the interactive board to support the delivery of teaching. Children use digital technology in a variety of ways, such as matrix barcodes, literacy and numeracy games, learning about coding and carrying out research. Children who require additional support with their learning are provided with access to tools to enhance their experiences. For example, they use applications such as transferring speech to text, dictation and reading tools, and accessing coloured overlays. Children at early and first level make effective use of electronic tablets to record their learning as part of the school's skills-profiling approach. At second level, children use a skills for learning, life and work digital platform to document their achievements within their learner profiles.
- Staff have worked well together to develop children's experiences of learning through play across P1-3. They make effective use of available space to create a range of purposeful learning environments. Children engage positively in child-initiated, adult-initiated and adult-directed activities. Staff use observations well to assess children's learning and to share this via a digital platform with parents. Children are highly engaged in their learning through play and are developing a range of useful skills such as communication and focus. As staff develop further their understanding of learning through play, there is a need to provide more open-ended, enquiry-based tasks linked to children's interests.
- Senior leaders hold regular learner conversations and learning walks with children. The information gathered provides an understanding of children's experiences and identifies future improvement requirements for learning and teaching. Across the school, all teachers provide verbal feedback that supports children's learning. All teachers use a consistent approach to providing written feedback to children. Most teachers provide effective written feedback, particularly in writing. All children are developing effectively their skills in peer- and self-assessment. As planned, teachers should continue to improve the quality of feedback to ensure that children understand how they have been successful and how to improve. This will help children gain a greater clarity of how they are progressing and their next steps in learning.
- Teachers use observations of children's work to support their professional judgements about children's progress and attainment. In addition, teachers use a range of diagnostic and summative assessments, including national standardised assessments. This supports well teachers' understanding of children's progress in literacy and numeracy. Teachers should now plan regular high-quality assessments linked to national Benchmarks. There is a need to demonstrate how effectively children can apply knowledge and understanding in new and unfamiliar contexts.
- Teachers use a variety of progression pathways to plan learning across short, medium and long term. Senior leaders meet with teachers to discuss in detail teachers' plans. Going forward, senior leaders should ensure planned learning is evaluated appropriately. In addition, teachers should ensure they gather succinct information that provides a clear record of

learning undertaken and support transitions more effectively as children move from stage to stage.

- Teachers value opportunities for moderation with colleagues within school and across the learning community. Most recently, moderation activity has focused on the introduction of a new approach to improving learning and teaching in numeracy. Teachers now need to ensure moderation activity supports an increased understanding of attainment in writing. This will provide greater rigour around the judgements of attainment in writing.
- Senior leaders have implemented a comprehensive monitoring and tracking framework. Teachers meet with the senior leadership team each term to track children's progress in literacy, numeracy and wellbeing. Senior leaders and teachers analyse data together to identify areas for improvement and to determine which children require targeted support and interventions. Teachers and PSW's plan and deliver targeted interventions effectively leading to improve attainment and achievement for identified children.

2.2 Curriculum: Learning pathways

- Teachers make effective use of local authority progression pathways and other planners, aligned with Curriculum for Excellence (CfE) experiences and outcomes, across all curriculum areas. Teachers make reference to a planning grid which groups together experiences and outcomes and suggested contexts for learning at early, first and second level. Senior leaders and staff should now review their approach to planning outwith literacy, numeracy and health and wellbeing. They should ensure that the approach supports teachers to plan for appropriate breadth, depth and progression within and across levels.
- Curriculum partners have supported children's learning to enhance their understanding of skills for learning, life and work. Staff have begun implementing a skills framework and children are in the early stages of profiling their skills development.
- All children receive their full two-hour entitlement to physical education (PE) each week. Senior leaders should continue to monitor provision to ensure that the quality of learning and teaching in PE is consistently strong across all classes.
- Children at all stages learn French. In all classes, progressive lessons help to develop children's knowledge of the French language. Children in P5-P7 also learn Spanish. This is taught in a block during the school year, and progressive plans are in place to support this.
- Children across the school experience a broad and balanced, progressive religious and moral education curriculum. This supports them to deepen their understanding of their own faith traditions as well as those of other world religions. The school chaplain supports children on their faith journey and plays an active role in preparing children to receive sacraments.
- Children in P7 experience a well-established curricular transition programme as they prepare to move into S1. This includes inputs both online and in person from across all secondary school faculties. This supports effectively curriculum continuity.
- Senior leaders have recently established the 'creativity clubhouse' teaching space. Teachers increasingly plan creative approaches to deliver aspects of the curriculum using this resource. Across the school, children benefit from purposeful play experiences that allow them to engage with different curricular areas through exploration, enquiry and hands-on learning. Senior leaders should continue to work with teachers to review and improve further children's experiences and ownership of activities planned in the 'creativity clubhouse'.
- Teachers are still at the early stages of developing outdoor learning. As planned, senior leaders should discuss with staff and agree a progressive outdoor learning approach to be implemented for all children in line with national guidance. This will help to develop children's understanding of sustainability, eco-issues and foster a connection with nature.
- The school has committed to creating a reading culture and received national accreditation for their work in improving reading. Children acting as reading heroes have had ownership over the content of the school library which is accessed by classes and by reading buddies. Senior leaders and staff should reintroduce regular visits to the school library. This will allow children to experience a greater range of texts and develop further their enjoyment of reading.

2.7 Partnerships: Impact on learners – parental engagement

- All staff have developed very positive relationships with parents and carers. Almost all parents agree that their child likes being at school and staff know them well as an individual. Parents receive communication about what is happening in school through monthly newsletters and an online platform. As a result, parents feel included and engaged in school life.
- Most parents feel that information about their child reaches them at the right time however a minority of parents would like more regular information about how their child is progressing. Parents receive feedback on their child's learning through parents' evenings and annual reports. In addition, they are invited to 'sharing the learning' events where children demonstrate and share their learning with parents in school. The majority of parents appreciate the opportunities provided to help them learn with their children. Almost all parents appreciate the advice they are given on how to support their child's learning at home.
- Most parents feel well informed about the work of the Parent Council. The Parent Council organise successful fundraising events such as the Christmas Fayre and sponsored events. They use these funds to subsidise school resources and trips for children across the school.

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

- All staff ensure the wellbeing of children and their families lie at the heart of the school's work. All children benefit from learning in a highly inclusive, nurturing and caring environment based firmly on well embedded school values. All children experience very positive, caring and respectful relationships with all staff. Almost all children feel staff treat them fairly and with respect and help them to be more confident. Consequently, daily interactions between staff and children promotes mutual respect, understanding and empathy very well. Almost all children believe staff help them to be safe which is resulting in almost all children feeling safe in school. There is a strong sense of community across the school where children feel proud, valued, cared for and happy.
- All children select a 'trusted adult' who they feel comfortable to talk to if they are worried or upset. Where concerns arise, teachers or trusted adults provide very effective support to children to help them manage personal and sensitive issues. All staff use scripts to scaffold their discussions with children which provides consistency across the school. All teachers facilitate daily check-ins using an agreed colour coding system related to emotions to support children to articulate their wellbeing. These approaches support children's wellbeing in school and readiness to learn very effectively.
- Senior leaders have updated the school's positive relationships policy this session in collaboration with all stakeholders. The policy articulates clearly the responsibilities of children, staff and families and exemplifies the steps that should be taken if behaviour falls short of expectations. To support the implementation of the policy, staff use well embedded restorative practices and scripts to help children manage disagreements when they arise. This provides consistency for all children in resolving conflict. All staff have undertaken audits of children's learning environments to ensure learning spaces are inclusive. This is promoting inclusion and reducing barriers to learning for all children.
- Staff support children very well to understand their rights and most children articulate these well. Children learn about their rights in classes and during assemblies. They are proud of their accreditation for promoting children's rights and children talk positively about their classroom charters and the school's playground charter. Senior leaders and staff should continue as planned to develop and embed children's understanding of rights further.
- Almost all children have a strong understanding of the indicators of wellbeing. All teachers support children to increase their vocabulary linked to feelings and emotions. As a result,

children are skilled at expressing themselves confidently and appropriately. Children's behaviour across the school is of a very high standard. Children are becoming more independent when selecting strategies to manage situations they may find challenging. All children evaluate their wellbeing four times across the year. Senior leaders and staff use this information effectively to track children's wellbeing, identify potential concerns and plan effective universal and targeted interventions to support these. For example, children benefit from meditation, sensory massage, access to the sensory room and sensory circuits, cosy corners and individual bespoke emotional strategies. These approaches are supporting children's emotional resilience highly effectively. Senior leaders and staff use information from wellbeing surveys, the interventions tracker and evidence of assessment very well to evaluate children's wellbeing against their progress. This is resulting in clear evidence of improvements in children's attainment and achievement.

- Almost all children say staff support them to lead a healthy lifestyle and they get plenty of opportunities for regular exercise. Almost all children benefit from being active through a range of additional physical activities, provided by school staff, external partners and parent volunteers. Teachers plan effectively for health and wellbeing using a progressive learning pathway. They are proud of their digital wellbeing certification for their work on internet safety. Children enjoy learning cooking skills as they make healthy fruit kebabs and soup. They learn about relationships and emotional health are aware of risks, such as the harm caused by substance misuse. Consequently, children experience rich opportunities to develop a range of skills and achieve success through the delivery of a broad progressive health and wellbeing curriculum.
- Children benefit from well-established transition programmes as they move into P1 and onto secondary school. Senior leaders and staff link very well with the associated nurseries and secondary schools to support children as they move into P1 and from P7 to S1. This helps to build children's confidence when transitioning to their new settings.
- All staff understand fully their roles, responsibilities and statutory duties relating to wellbeing, equality and inclusion. They have robust child protection procedures in place to keep children safe. Staff use their professional learning around improving learning environments, de-escalation and trauma informed practice to support children very effectively. All staff work with local authority and external partners very well to ensure supports are in place for children who require additional support with their learning. Senior leaders plan, review and evaluate children's progress robustly using appropriate approaches to planning for children's needs. For example, they plan support using assessments of needs, child's plans and individual educational plans. Parents and children are involved in discussions at all planning meetings. All staff have benefitted from recent professional learning about setting targets that are specific, time-bound, achievable and measurable. As a result, target setting is effective and progress in achieving them is evident.
- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. Minor areas for improvement have been agreed with the school and the school meals provider.

- Senior leaders deploy additional staff effectively to support targeted groups of children using specific interventions. All staff engage very well with a wide range of partners to remove barriers and to improve outcomes for children effectively. For example, the profile of young carers has been promoted and resulted in high-quality interventions being put in place to provide appropriate support for them. This well-planned approach to include all stakeholders is having a very positive impact on the progress for children who require additional support with their learning.
- Senior leaders follow national guidance effectively to manage any alleged incidents of bullying using well established restorative approaches. All incidents are logged and followed up with timeously to ensure they are fully resolved. Senior leaders have included an updated anti-bullying statement in the refreshed positive relationships policy which is providing clarity for all stakeholders. As a result, almost all children feel the school deals well with bullying.
- All staff and children value and celebrate inclusion in their school community. School staff are committed to promoting equality and diversity to ensure school is a safe and respectful environment for all children. Children have regular opportunities to learn about different cultures and religions during religious and moral education lessons and in assemblies. In addition, a recent focus on anti-racism has supported children's understanding of this. Senior leaders should continue as planned to review and increase the range of texts in the library to reflect better diversity across the school community. This will help children see themselves and their families represented in the books they read.

3.2 Raising attainment and achievement

good

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

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

Attainment in literacy and numeracy

- Overall attainment in literacy and English and numeracy and mathematics is good. In June 2025, most children at early level achieved nationally expected levels across all literacy organisers and in numeracy. Most children, at first level, achieved nationally expected levels in reading and writing and almost all children achieved in listening and talking and numeracy. Almost all children, at second level, achieved nationally expected levels across all literacy organisers and in numeracy.
- Senior leaders provided information of children who are currently on track to achieve nationally expected levels by June 2026. At early level, almost all children are on track to achieve nationally expected levels in reading, writing and numeracy and almost all are on track to achieve in listening and talking. At first level, almost all children are on track to achieve nationally expected levels in reading and listening and talking and most children are on track to achieve in writing and numeracy. At second level, almost all children are on track to achieve nationally expected levels in listening and talking and most children are on track to achieve in reading, writing and numeracy.
- A minority of children are capable of making accelerated progress and require further challenge in their learning.
- Children who require additional support with their learning make good progress against their individual targets.

Attainment in literacy and English

- Overall, children are making good progress in literacy and English.

Listening and talking

- At early level, almost all children listen well to their teacher and peers. At first level, almost all children talk about texts they have read and respond accurately to questions to show their understanding. At second level, almost all children contribute very effectively when discussing learning in a group. They share their views articulately with evidence to justify their opinion. They respect and build effectively on the ideas of others. Children at early and first level should continue to be supported in developing their tools for listening and talking. For example, they should practise taking turns and contributing at the appropriate time when engaging with others during group tasks.

Reading

- At early level, almost all children are developing well their knowledge of sounds, letters and blends and develop reading skills effectively through well-planned play experiences. At first level, most children read aloud with increasing fluency and expression. They confidently discuss what they enjoy about familiar texts, providing appropriate examples of characters and preferred scenes. They are less confident in distinguishing features between fiction and non-fiction. At second level, most children discuss the authors and genres they enjoy reading, explaining clearly what they like about a text. They demonstrate good knowledge of techniques used to influence the reader such as emotive and figurative language and talk confidently about the application of comprehension strategies to help them understand a text.

Writing

- At early level, almost all children use common words and known sounds to write simple words and sentences. At first level, most children create texts for a range of purposes such as informative, persuasive and narrative writing. Children should develop further their skills in punctuation and use of relevant and interesting vocabulary to engage the reader. At second level, most children write across a range of genres and use tone and vocabulary appropriate to purpose. Overall, children at first and second level would benefit from further opportunities to produce more regularly, extended pieces of writing.

Attainment in numeracy and mathematics

- Overall, children are making good progress in numeracy and mathematics.

Number, money and measure

- At early level, almost all children use concrete materials to measure lengths of objects. They increasingly use appropriate language to describe size, such as taller or smaller. At first level, most children round whole numbers to the nearest 10 and 100. They tell the time accurately using analogue clocks. Children are not yet confident in comparing the size of fractions. At second level, most children apply their knowledge of rounding to give an estimate. They understand different sizes of fractions, order and express fractions in their simplest form. They would benefit from greater opportunities to carry out money calculations, including calculating profit and loss accurately.

Shape, position and movement

- At early level, almost all children recognise basic two-dimensional (2D) shapes and recognise shapes with one line of symmetry. Children at early level would benefit from increasing their use of mathematical language to describe properties of three-dimensional (3D) objects, for example, flat, curved or straight. At first level, most children use correct mathematical language to describe the properties of 2D shapes and 3D objects. They successfully identify right angles within 2D shapes. Children would benefit from consolidating their ability to use compass points to solve problems. At second level, most children accurately complete calculations of area, volume and perimeter. They need to develop further their understanding of angles and accurately using mathematical language to identify these.

Information handling

- At early level, almost all children sort items based on colour, shape and size. They use their knowledge of counting to answer questions about data. Teachers should develop further children's information handling skills to support them to interpret simple pictorial displays. At first level, most children are confident in how to gather information from a survey to create

charts. They would benefit from developing further their skills in constructing bar graphs accurately. At second level, most children analyse and interpret data accurately to draw conclusions. They need to develop further their ability to accurately construct line graphs, including the correct use of mathematical language to describe these. At all levels children would benefit from using digital technology to collect, organise and display data.

Attainment over time

- Senior leaders monitor attendance and late coming carefully through monthly reviews and careful tracking. They use this information effectively to identify interventions, referrals and next steps to promote increased attendance. All staff use professional learning around the importance of attendance effectively to evaluate their practice and to support a positive attitude to attending school. Senior leaders and teachers use attendance data alongside assessment and attainment data effectively during their termly progress and support meetings. This supports staff to review how attendance is impacting on children's progress and to promote positive attitudes to being in school regularly.
- Overall attendance is 93% which is above the national average. This has remained a consistent pattern over time. Across all stages, 21% of children currently have an absence of 10% or more. To address this, senior leaders promote the importance of good attendance to all families through regular communication in newsletters. Senior leaders are proactive in seeking reasons for absence and work very closely with families to encourage their child to attend school regularly. Senior leaders complete 'wellbeing return to school meetings' with a few children to identify and support underlying reasons for absence. This is helping them to address barriers to attendance for these children which has increased the attendance for a few children.
- A few children attend school on a part time basis and senior leaders undertake regular timeous reviews alongside families and partners to increase children's time in school. Senior leaders should continue with their current approaches to progress towards all children receiving their entitlement to full-time education.
- Attainment has remained consistent over time. Senior leaders use tracking systems and regular meetings with staff to monitor the progress that children make as they move through the school. Tracking attainment data identifies that children make consistently steady progress over time at P1, 4 and 7. A range of well-considered universal and targeted interventions have been introduced to support attainment within literacy and numeracy. Children are making good progress within these interventions. Senior leaders use data well to identify children, cohorts and stages who require further support to progress. For example, senior leaders have correctly identified the need to improve attainment in writing at P4 and P6.

Overall quality of learners' achievements

- Staff work well with children to develop a strong culture of achievement across the school. This includes participation in leadership groups and leadership roles within classrooms, as well as involvement within clubs and awards. Senior leaders and staff celebrate children's achievements both within and outwith school in a variety of ways, including through assemblies, an online platform and the school's achievement wall. This is supporting children to demonstrate the school values and become confident individuals and effective contributors.
- Senior leaders have developed an effective system to track children's participation in activities and achievements both within and outwith school. Senior leaders analyse this data very

effectively to identify children at risk of missing out, including those who face additional barriers to achievement. Senior leaders ensure a relentless focus on reducing the gap in children's achievements. They work effectively with partners to provide further opportunities for children, in line with their interests. This is supporting targeted children to develop skills within new activities and experiences. Senior leaders should now consider how they can support children to fully understand and articulate the skills they are developing using the school's skills framework.

Equity for all learners

- All staff have a very strong understanding of the socio-economic context of the school community. Senior leaders and staff have worked closely with the local authority equity team to support improvements in their use of data. Senior leaders use data and information very effectively to identify the poverty related attainment gap. This information is used very well to support targeted interventions to improve attainment in literacy and numeracy funded through PEF. Pupil Equity Fund planning is continuously analysed and adapted as required. This ensures that funding is used very effectively to improve the attainment and achievement of targeted children. Consequently, these approaches are supporting the narrowing of the attainment gap. The success of this work has been recognised within the local authority and senior leaders have been invited to share this success and the strategies used to reduce their poverty related attainment and achievement gap.
- Staff work well with the community and partners to effectively reduce any additional financial burden associated with attending school. Senior leaders use funds raised by the Parent Council to subsidise trips and experiences for all children to reduce the cost for families. They work with the school clothing bank to provide families with uniform packs, free stationery and healthy snacks. Senior leaders have also recently developed a 'kindness cupboard' which contains non-perishable items, toiletries and additional uniform. This can be accessed by children and families when they require additional support. This ensures that all children have opportunities to engage fully in the life and work of 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.