

Summarised inspection findings

Crianlarich Primary School

Stirling Council

27 January 2026

Key contextual information

Crianlarich Primary School is a non-denominational school in the rural village of Crianlarich. It serves the communities of Crianlarich, Tyndrum, Inverarnan, and also provides for children from the Bridge of Orchy catchment area. At the time of inspection, the roll was 19 children organised across two multi-stage classes. The headteacher has been in post for over two years and is supported by a principal teacher. He is the headteacher of another school and nursery in Stirling Council.

Approximately 40% of children require additional support with their learning. Children who attend the school live across Scottish Index of Multiple Deprivation deciles four to six, with the majority living in decile four. There are no children registered for free school meals. There are approximately 30% of children who have English as an additional language.

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	

- Senior leaders have worked very well with staff to develop a highly aspirational, collaborative and supportive culture across the school. Staff work very effectively together as a team and have a strong understanding of the children, their needs and the school context. Staff demonstrate a reflective approach in their drive to improve outcomes for children. They value the importance of preparing children for life, learning and work beyond the local setting. Parents and community partners are actively involved in the life and work of the school. Children benefit from this effective partnership working and are proud of their school. The vision of 'together we are more' underpins the work of the school very well.
- Children, parents and staff were involved in reviewing the school vision, values and aims in 2021. It was agreed the school's values of kindness, honesty, aspiration and resilience reflect the school context. These values are evident across the school. Children and staff demonstrate these values in their daily interactions with each other. Older children support younger children to understand and model these values well. As a result, almost all children have a good understanding of the school values and can talk about how these relate to their lives.
- The headteacher has high aspirations for all children and staff. Almost all parents consider the school to be well led and managed. Children, staff and the school's partners respect him. The principal teacher supports the headteacher very well. Together, with teachers and support staff, they have developed meaningful collaborative working and solution focused approaches to improving outcomes for children.

- Almost all staff have a very strong understanding of the school's strengths and areas for development. Senior leaders use a helpful quality assurance calendar effectively to monitor the quality of the work of the school. This includes sampling children's work, classroom observations and discussions with children about their learning. Teachers team teach and visit each other's classrooms to provide useful feedback to each other on the quality of teaching. This helps to ensure a consistent high-quality approach to learning and teaching across classes. Teachers have recently collaborated with teachers from another school to develop a 'great teaching' toolkit. This helps to further enhance and strengthen current high-quality learning and teaching approaches.
- The headteacher invites feedback from parents through parent surveys and takes into consideration their views and ideas. Senior leaders share with parents the school improvement plan and annual reports through newsletters and at Parent Council meetings. Most parents agree that the school takes their views into account when making changes. Senior leaders involve children in evaluating the work of the school using surveys and focus groups. Senior leaders support children to evaluate the work of the school using evaluation tools including 'How Good is OUR school?'. For example, children and parents were asked to identify how the classrooms could be improved. Children talk very positively about how changes to the classroom environments, such as, soft lighting, flexible seating and quiet spaces, help them to relax and feel comfortable. This helps children to understand their contribution to school improvement. Senior leaders should continue to develop approaches to engage parents, children and partners further in planning and evaluating school improvement.
- The headteacher leads the school's strategic direction and pace of change very well. He works very effectively with staff to evaluate the work of the school and agree relevant improvement priorities. This session, staff have agreed a priority to raise attainment in writing. Children's experience in writing is being enhanced further through opportunities to write across a wider range of contexts and genres. They use child friendly assessments and as a result children understand more fully their progress in writing and their next steps. This is helping to raise attainment in writing. The headteacher has rightly identified, that moving forward, there is a need to evaluate the impact of priorities further and embed improvements where necessary.
- All teachers take on leadership roles which contribute well to school improvement, such as literacy and numeracy leads. Teachers meet weekly to discuss school priorities and take forward aspects of school improvement. This helps to support the pace of change and creates time for progress to be evaluated and plans to be adapted as necessary. Almost all staff engage meaningfully in professional reviews. All staff engage very well with professional learning, including visits to other schools, to support aspects of school improvement. For example, nurturing approaches, outdoor learning and play pedagogy. Their collective responsibility and involvement in professional learning and leadership of change is resulting in improved outcomes and experiences for all children. For example, the development of nurturing approaches is supporting children to feel safe and confident.
- All children are part of a leadership group to improve various aspects of school life. They choose to take on lead roles such as eco committee members, pupil council representatives, house captains and vice captains, reader leaders, digital leaders and sports ambassadors. Children develop skills for life, learning and work through these groups and roles. For example, house captains and vice captains organise termly house challenges for all children to participate in. Children in the eco group are rightly proud to have been awarded a bumblebee friendly award for improvements to the environment and wildlife conservation. They speak

enthusiastically about their involvement in these groups and the positive impact they have on their learning, wider experiences and local community.

- All staff have a very clear understanding of the social, economic and cultural context of the school. Senior leaders and teachers developed a strategic plan for Pupil Equity Funding (PEF). The headteacher allocates this funding effectively for additional staffing and resources to support children with their wellbeing and learning. PEF has also been allocated to digital applications and resources to ensure all children access wider experiences. The headteacher shares plans for PEF spend with parents. Moving forward, he should work to help parents and children to understand further the purpose of PEF. The headteacher should continue to involve parents and children in determining the focus of PEF to address any poverty related attainment gaps.

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

- Across the school, children benefit from learning in a calm, nurturing and purposeful environment. All staff use the school values of kindness, honesty, resilience and aspiration as core features of their practice. All staff have supportive, caring relationships with children. Children are confident and enthusiastic about learning and speak with pride about their school. They enjoy learning together and are very supportive of one another. Across the school, children behave very well and are respectful to each other and adults.
- Staff support all children to identify and understand their rights. Children learn about rights during class lessons, in whole school assemblies and in visual displays across the school. All children contribute to the creation of class charters reflecting their rights. This supports children to display positive behaviour and interact cooperatively and respectfully with each other in their learning and play. Older children are beginning to use the language of rights. Staff should continue to embed rights-based language to strengthen further all children's understanding and their ability to articulate and apply their rights.
- Staff have established well organised, inclusive and attractive spaces for learning, where children's work is valued and celebrated. They have developed whole school approaches to nurture. Children's views are considered well when planning improvements to their environment. For example, low-level mood lighting, flexible seating and 'Cubbie' spaces which provide spaces for children to relax in. Recent adaptations support children to feel safe. All children feel comfortable to seek help from trusted adults. At times, a few children require additional support to regulate emotions. Staff use personalised strategies well to support these children. As a result, these children successfully regulate their emotions and re-engage quickly in learning.
- Outdoor learning is an important feature of the curriculum. Staff make regular highly effective and creative use of the school grounds, and local river and woodland. They provide children with different contexts through which to learn. As a result of well-planned activities and experiences, all children are motivated and engaged in their learning outdoors. They apply important life skills in a range of different contexts and play an active part within the local community. As a next step, staff should track the skills for learning, life and work which children are developing through participating in these experiences.
- Teachers are beginning to implement a helpful learning and teaching toolkit which supports shared expectations and consistency across the school. In all lessons, teachers share the purpose of learning and provide clear and helpful instructions to children. Teachers share the

steps to success with children. In a few lessons, they involve children in the co-creation of these. This practice should be extended to improve consistency across the school. In most lessons, children explain with confidence, successful strategies they use when learning. Across the school, teachers use questioning well to support children's understanding of key learning concepts. In most lessons teachers use skilled questioning effectively to enhance and extend children's understanding.

- Children are supported to work regularly and successfully with other children across the school. Teachers plan an appropriate balance of independent, paired, group and whole school activities. Children enjoy this approach which helps them to be active and to lead learning. Teachers ensure that children's views and interests are considered when planning topic work. This leads to positive levels of engagement from children. Children work very well together. This is particularly evident during whole school outdoor learning activities.
- Almost all children articulate confidently what they are learning. They are beginning to talk about the skills they are developing. All children have regular opportunities to self and peer assess each other's work. Teachers provide them with effective feedback on how they can improve their learning. This is helping children to know when they are successful and identify what their next steps are. Across the school, staff have consistent high expectations in place for written work. Children are proud of the work they produce. Teachers have developed systematic approaches that support children to assess their own progress and set individual targets in literacy and numeracy. This is most notable in writing. All teachers have engaged fully in professional learning in teaching writing. This is helping them to deliver a consistent approach to learning, teaching and assessing children's writing skills. As a result, most children are becoming confident writers who know how to improve their work.
- Teachers use a wide range of digital tools and resources well when helping children to learn. Children use interactive boards, tablets, robots and commercially produced games and software which enhances their learning. Younger children use digital tablets to support their engagement in learning. Older children use chrome books regularly in school and have the opportunity to take these home to support learning. A few children who require support with learning, use assistive technology and software effectively, to access various learning tasks and activities. Older children are digital leaders and support younger children to develop their digital skills through fun activities at a lunchtime digital club. This helps build children's confidence and digital skills. Teachers should ensure they track the development of digital skills progressively, as children move through the school.
- Teachers are developing effective play-based approaches throughout the school. Teachers are beginning to use an appropriate balance of both adult and child-led experiences. As a result, children are developing social and creative skills. Children are supported effectively to identify the meta-skills they are using and developing through play experiences. They are becoming increasingly independent and responsible for their learning. Teachers use observations very well to assess children's use of skills and identify how to extend these in play. As planned, staff should continue to build on this approach to play by engaging further with national guidance.
- Teachers make highly effective use of a range of assessment information to support and extend children's learning. A whole school assessment calendar ensures assessment activity is planned appropriately. Teachers use data from assessments well to help them to plan next steps in learning. All teachers use a range of standardised and diagnostic assessments very

well throughout the year. Teachers collaborate with colleagues from other schools to create high quality assessments. Participating in these moderation activities strengthens their professional judgements of national standards.

- Teachers plan learning very effectively over a range of different timescales to meet the needs of all children in multi-stage classes. They use highly effective approaches to plan individualised learning activities that help children to engage at the right level of difficulty in multi-staged classes. This ensures that children experience learning that meets their needs. Teachers ensure children who require additional support have detailed and effective individual planning in place to support their learning. As a result, these children engage very well in learning. Senior leaders and teachers track children's progress very effectively in literacy and numeracy using a local authority tracking tool. They meet regularly to analyse assessment information and use this data well to track children's progress and measure the impact of interventions. Together they plan highly effective interventions for children who require additional support with their learning. As a result, of this highly personalised support, children make very good progress towards their individual learning targets. As a next step, staff should continue to develop their approaches to monitoring and tracking children's progress across all curricular areas.

2.2 Curriculum: Learning pathways

- Senior leaders and staff created and use progression pathways using Curriculum for Excellence (CfE) experiences and outcomes to plan learning in literacy and numeracy. This ensures teachers plan lessons which builds consistently on prior learning. Teachers use CfE experiences and outcomes to plan across other areas of the curriculum. As a next step, teachers should ensure that children's learning is progressive in all areas of the curriculum.
- Children experience relevant learning activities centred around the natural environment and local heritage. Staff have established highly effective working relationships with a range of community partners. These partners make valuable contributions to enhance children's real life experiences, where children are responsible citizens and contribute effectively to their local community. For example, children have led an enterprise project, in partnership with the local community shop, selling their handmade keyrings and postcards to tourists. This successful enterprise raises funds for the school.
- All children experience two hours of high-quality physical education (PE) each week. Staff make highly effective use of the local community hall and outdoor spaces to support children's physical activity. Across the school, children develop important teamwork skills through well structured PE lessons. These encourage effective cooperation and communication skills between all children. Children are improving their overall fitness and increasing their enjoyment in sport and exercise.
- All children receive their entitlement to the 1+2 language curriculum. Across the school, children learn French, planned progressively using CfE experiences and outcomes. Older children are beginning to learn Spanish through planned blocks of teaching.
- All children receive their entitlement to religious education. Children participate in weekly assemblies which focus on children's rights and school values. The headteacher has developed a planned programme of assemblies which include appropriate learning around significant events and religious festivals. These are important to the cultural heritage of individuals within the school community. Children are supported well to understand and respect diversity, different cultures and promote equality.

2.7 Partnerships: Impact on learners – parental engagement

- Staff know children and families very well and have developed positive relationships with parents and families. Almost all parents agree that their child likes being in school, is treated fairly and with respect, and is known as an individual.
- A majority of parents agree the school organises events throughout the year which provides parents with the opportunity to learn alongside their child. For example, staff and children presented a digital wellbeing session to parents. Children shared their learning with parents about how to keep children safe online. Staff consider carefully the timings of these events and arrange these in the afternoon to enable more parents to attend. As a result, almost all parents attend shared learning events. Most parents agree that they receive information about their child's learning at the right time.
- All parents state they are kept well informed about the work of the Parent Council. The Parent Council is highly supportive of the work of the school. Their fundraising supports improvements to the school grounds, outdoor learning experiences and subsidises events and trips for all children.

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, young people. 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 have created a nurturing, purposeful and inclusive learning environment. The wellbeing of children is central to the life and work of the school. As a result, almost all children feel safe at school and can name a trusted adult to talk to if they have any worries or concerns. Children embody the school values well and support each other successfully during learning and play. They demonstrate care and concern for each other. This is particularly evident where older children are patient, encouraging and empathetic to younger children.
- Almost all children have a sound understanding of the wellbeing indicators and talk about how these relate to their lives both in and out of school. All staff support children well to recognise and manage their thoughts, emotions and behaviours. Staff support children to use strategies to help identify and manage their feelings. Children consistently use daily check-ins, visual supports, emotional scaling tools and resources for regulation as required. As a result, children recognise and talk about their emotions and ask for support when needed. All children complete wellbeing assessments throughout the year. They reflect on their wellbeing, identifying strengths and aspects where they might need extra help and support. Senior leaders and teachers evaluate this data closely to identify promptly any actions to address concerns. As a result, children feel safe, nurtured and respected by adults who care about them.
- Increasingly, the school's work around cyber safety supports children's digital wellbeing very well. Staff and children have received national accreditation for their work in collaborating with cluster schools to ensure children recognise and exercise safe practices online. Children in the role of "digital leaders" support their peers across the school to be safe, responsible and reflective digital users. This work is promoted across all areas of the curriculum to support all children in building their cyber resilience. As a result, all children are adopting safe digital practices. Staff support children well to recognise important links between their digital activity and their social, emotional and mental wellbeing.
- Teachers plan a wide range of health and wellbeing activities. They enrich these experiences very effectively using outdoor environments. Children benefit from regular use of the playground, outdoor classroom, local woodland area, river and nature trails. They speak confidently about how these activities help their wellbeing. For example, children gain practical life skills by growing a range of fruit and vegetables. All children have opportunities to bake bread and prepare food. Children develop a wide range of skills through these activities, for example, they apply their measuring skills through real life cooking activities. They enjoy

sharing the food they make with parents and members of the wider community. This is helping them to understand where food comes from and how to have a healthy diet. Staff support children to learn about sustainability. This helps children make links across learning and deepen their understanding of the natural world, life cycles and eco systems. As planned, staff should now track the development of these skills for life, learning and work that children are developing in a planned and progressive way.

- All staff have a strong understanding of their responsibilities and statutory duties in relation to children's wellbeing, equality and inclusion. School approaches to child protection, safeguarding and meeting the additional support needs of children take full account of legislation and national guidance such as Getting it Right for Every Child.
- All staff engage well in high quality professional learning to support children's needs. For example, they have participated in training on inclusive practice, nurture principles and dyslexia. As a result, there is a consistent and effective approach to meeting children's needs across the school. This ensures all children receive the support they need to meet their wellbeing needs, enabling them to engage and progress in learning. Children who require support with learning have highly personalised learning plans. They receive timely interventions which are recorded and reviewed regularly with parents and partners. As a result, children's needs are met well leading to improved outcomes in their wellbeing and learning.
- Children are supported well with transitions across the school. The headteacher has collaborated with partners from other settings to develop a well-planned transition programme from nursery to P1 and from P7 to secondary school. Prior to moving to secondary school, older children build positive relationships with children from other schools by attending residential trips together. Staff plan effective transition arrangements to support children who require additional support with their wellbeing. This ensures these children experience successful transitions.
- Staff increasingly provide opportunities for children to explore diversity, inclusion and discrimination. They have provided a wide range of engaging books in class and school libraries which celebrate diversity and are representative of the school community. This is supporting children to understand that everyone is unique and helps them to demonstrate respect for all. Staff should continue to help children develop a deeper understanding of all protected characteristics, including individuals with disabilities.
- Senior leaders follow local authority and national guidelines for managing and recording incidents of bullying. Most children feel reassured by the school's response to bullying, though a few children and parents would welcome additional guidance and support. Senior leaders, along with staff, support children to learn about the impact of bullying behaviour. For example, through assemblies, class lessons, the school's positive relationships policy and child friendly anti-bullying policy. Staff support children to have a clear understanding of what to do if they experience or see any bullying behaviour. Almost all children state that the school deals well with bullying.

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

- Crianlarich is a small school. Therefore, attainment is expressed in overall statements rather than for particular year groups.

Attainment in literacy and numeracy

- Overall, attainment in literacy and English and numeracy and mathematics is very good. Almost all children across the school have achieved or are on track to achieve national expected levels of attainment in listening and talking. Most children across the school have achieved or are on track to achieve expected levels of attainment in reading, writing and numeracy and mathematics. A few children are working beyond expected levels.
- Almost all children who require additional support with their learning are making very good progress towards their individual targets.

Attainment in literacy and English

- Overall, most children make very good progress from prior levels of attainment in literacy and English.

Listening and talking

- Across the school, children listen well to adults and their peers. They contribute very well to one-to-one, group and class discussions. Children share confidently their ideas, thoughts and opinions. Older children express their views articulately. They listen to and build upon the opinions of others. Children contribute enthusiastically to discussions about their school, their learning and achievements. They enjoy performing at 'sharing their learning' events with parents and performing for audiences at events such as the Christmas Nativity. Older children support and encourage younger children to make contributions to discussions.

Reading

- Across the school, children show enthusiasm for reading. They are rightly proud of their national reading award. Children choose books from a well-stocked and attractive library, digital reading application and from a mobile library that visits every two weeks. This supports a positive reading culture. Most younger children use knowledge of sounds, letters and patterns to read simple words. They use clues in a text and illustrations to help predict what happens next. Older children make personal choices about what they like to read and explain their reasons why they choose specific authors and genres. Older children, as appropriate to their age and stage, read well with expression. Older children would benefit

from continuing to develop skills in creating and answering inferential and evaluative questions.

Writing

- Children across the school enjoy writing and benefit from opportunities to write for a variety of purposes and across a range of genres. This includes writing for real-life contexts. For example, writing radio scripts for a local radio broadcast and letters to local businesses and partners. Most younger children form lower case letters legibly. They use capital letters and full stops correctly in at least one sentence. Older children punctuate most sentences accurately. Older children would benefit from developing their skills in applying and transferring different writing techniques into their writing.

Numeracy and mathematics

- Overall, most children make very good progress from prior levels of attainment in numeracy and mathematics.

Number, money and measure

- Across the school, children display skill in almost all aspects of money, number and measure. They demonstrate mental agility appropriate for their stage. Younger children count items accurately and use a range of strategies to solve addition and subtraction problems. They are developing skills in using tools to measure the size of everyday objects using centimetres and metres. As children progress through the school, they are developing confidence in solving word problems, involving whole numbers and fractions. Older children effectively convert times using 12- and 24- hour formats and are developing their skills in identifying strategies to calculate time durations. They are developing confidence in rounding numbers to the nearest 1,000, 10,000 and 100,000.

Shape, position and movement

- Younger children identify common two-dimensional shapes and categorise them by colour, size and other properties. They understand and can identify lines of symmetry effectively. Younger children understand well the language of position including forwards, backwards, front and behind. Older children identify three-dimensional objects and discuss their properties. They know the four compass points and can perform calculations involving 90 degree turns. They are developing their skills in linking the eight compass points with equivalent degrees. As children move through the school, they need to develop further their knowledge and understanding of a range of different angles.

Information handling

- Across the school, children collect information to undertake surveys. They accurately display the results from these surveys using line and bar graphs. Younger children match and sort items by colour, size and shape. Older children extract key information and answer questions accurately from a range of graphs and tables. Across the school, children would benefit from developing their skills further in working with data, including data from digital sources, across the curriculum.

Attainment over time

- The small school roll and numbers of children at each stage make it difficult to identify trends and patterns in attainment over time. Overall, most children make very good progress in literacy and numeracy.
- Senior leaders use the local authority tracking system that enables teachers to monitor very effectively the progress of individual children in literacy and numeracy. Senior leaders should now use data and information to track children's learning across curriculum areas beyond literacy and numeracy. This will help teachers to gain an overview of children's attainment over time in all aspects of their learning.
- In session 2024/25 the overall attendance was 94%. This is above local and national averages. Senior leaders monitor children's attendance carefully. A few children have attendance which falls below 90%. There are a variety of reasons for this. Senior leaders work closely with families, following local authority guidance, to support improved attendance. This includes health and wellbeing interventions for a few children to build their confidence in coming to school. This has helped to improve attendance for these children. There are no children on part-time timetables. There have been no exclusions in recent years.

Overall quality of learners' achievements

- All children have regular opportunities to share their achievements both in and out of school. They do this in assemblies, in classrooms and on the staff and children 'our achievements' display. As a result, children are very proud of their successes. Senior leaders and teachers track children's participation in school clubs, leadership roles and activities. They intervene sensitively to provide planned activities for any child who may be at risk of missing out. This has a positive impact on children's confidence and increased engagement. Staff should continue to support children to articulate the skills they are developing, such as their leadership and communication skills, through this wide range of experiences and achievements.
- Staff work effectively with partners, for example, the Stirling Active school coordinator, to offer children lunchtime and after-school clubs in areas such as art and sports. Staff consult children about what clubs and activities they would like and respond to the children's ideas. This is supporting children to develop their confidence, teamwork and communication skills well. Older children undertake leadership roles and contribute very effectively to the life of the school. For example, the digital leaders and sports ambassadors run lunchtime clubs for younger children. Through undertaking these roles, children are developing their leadership and organisational skills effectively. They are also demonstrating how to be responsible citizens.

Equity for all learners

- Senior leaders and staff have a clear understanding of the socio-economic context of the school and rural community. They know children and families very well and offer sensitive support to those who may require help. Most parents feel they can approach staff to discuss any issues. Staff strive to ensure that children have equity of opportunity as learners in more urban schools. Staff build and maintain strong links with local organisations, businesses and community groups to create opportunities for children to participate in a wide range of projects, events and activities.

- Staff work in close partnership with the Parent Council to reduce the cost of trips and activities. This helps to ensure all children have opportunities to enjoy a range of cultural, sporting and social experiences beyond the school and village. For example, the Parent Council provides funds for an annual two-day ski trip to Glencoe.
- The headteacher uses PEF appropriately to provide additional digital subscriptions, and additional staff hours to deliver targeted interventions for identified children. For example, a few use a typing program regularly to improve their typing skills. This has had a positive impact on these children's engagement with writing. Interventions positively impact on these children's progress in learning and wellbeing. The headteacher also allocates this funding to ensure no child misses out on activities and excursions.

Practice worth sharing more widely

The very effective use of outdoor learning and local environment to enrich, support and extend children's learning. Children benefit from regular use of the school grounds, burn, local river and woodland. They are fully involved in developing the local environment including the school playground. Parents and local community partners support this work. For example, work with the community polytunnel group has led to the school polytunnel development.

Staff plan relevant high quality outdoor learning activities and experiences. As a result, all children are motivated and engaged in their learning outdoors. Children apply important life skills in a range of different outdoor contexts and play an active part within the local community.

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.