

Summarised inspection findings

Isla Primary School

Angus Council

28 April 2026

Key contextual information

Isla Primary School is a small, rural, non-denominational primary school in Angus Council. The school has a wide catchment area covering the West Angus glens. It serves the hamlets of Bridgend of Lintrathen, Kilry, Balintore, Glen Isla and surrounding areas. At the time of the inspection, the school roll was 22 children across two classes. Approximately, a third of children are recorded by school staff as requiring additional support with learning. Almost all children live in Scottish Index of Multiple Deprivation decile 6. A nursery class also operates within the school campus. The headteacher has been in post for around three years. He has a class teaching commitment of 0.4 FTE each week.

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 headteacher, together with staff, have a clear vision for improvement and are ambitious for all children. Parents and children value the improvements that have taken place within the school over recent years. Staff, parents and children were involved in creating, collaboratively, the school's vision, values and aims. The school's values of awareness, integrity and respect, are evident across the school. Children remember the school values through the helpful acronym of AIR. Parents, children and staff feel these values are relevant to the current context and reflect their high aspirations for the school community. Staff refer to the values well throughout daily interactions and in conversations with children. The headteacher discusses the school values regularly at school assemblies. This is helping children to have a greater understanding of what their values mean in action. Children are proud of their school and articulate the school vision and values very well.
- The headteacher and staff identify and agree the school improvement plan (SIP) priorities using a range of self-evaluation data to inform decision making. For example, they use information gathered well through class visits and analysis of attainment data to inform planning for improvement within the school. The current SIP sets out clear priorities which reflect local and national initiatives. These include developing approaches to teaching to ensure that all children receive appropriate challenge in their learning and to further improve children's writing skills. The headteacher has developed a useful 'parent friendly' version of the SIP and shares this at an open afternoon with parents. The headteacher rightly recognises that there is a need to have clearer outcome statements within the SIP. This would allow progress towards achieving success to be measured more accurately. This should help provide staff with clearer information about the impact of interventions on outcomes for children's learning.

- The headteacher and staff recognise the importance of monitoring and evaluating the work of the school. They use a helpful quality assurance calendar to help them organise this important work. This outlines the activities the headteacher and staff undertake to evaluate the quality of the work of the school. The headteacher samples children's work, visits classes and provides feedback to teachers on the quality of teaching and learning. The headteacher should implement a few quality assurance activities with greater rigour. For example, reviewing the consistency and quality of feedback children receive on their work across the curriculum. This should help promote further effective self-evaluation to support continuous improvement. In addition, the headteacher should link quality assurance activities to 'How good is our school? 4th edition'. This should help enhance approaches to self-evaluation and school improvement.
- Staff across the school contribute meaningfully to positive improvement and change within the school. There is a high level of enthusiasm among staff to take on leadership roles. They share a collective responsibility to improve outcomes for children. A few staff members enhance their professional learning through working with development groups beyond the school. For example, staff engage with local authority improvement groups and share their learning with colleagues across the school. Staff have engaged purposefully in a range of professional development recently to support change and improvement in children's learning. This includes developing approaches to improve children's writing and developing further teacher's skills in using digital technology to enhance learning and teaching. As a result, children use digital technology with increasing independence and skill to support their learning. Pupil support assistants lead well targeted approaches to support children's learning. This is helping to improve children's social interactions, engagement in learning and sense of wellbeing. Staff involvement in these distributed leadership roles promotes constructive teamwork, sustainability and effective engagement in whole school improvement.
- All children contribute very well to the leadership of change and school improvement through their involvement in meaningful leadership roles. Children evaluate aspects of the work of the school through being members of leadership groups. This has resulted in positive change within the school. For example, children in P5 to P7 have completed training to become 'young sports leaders'. They now support positive play at lunchtimes through leading and organising a range of lunchtime clubs. This promotes a positive and active play environment. Children who are members of the 'young leaders of learning group' have completed Education Scotland training. They visited another rural school within the authority to help evaluate learning and teaching. This has increased their leadership and communication skills and helped improve their understanding of effective learning and teaching. The members of the young leaders of learning group should now use these skills to work with the headteacher to improve further learning and teaching within their own school. At assembly time, children use a 'stop, start, stay' framework to provide their views on aspects of school improvement. Children have now developed as effective contributors further by undertaking litter picking in their local community. Children are proud of the leadership contribution they make to the life of the school and local community.
- Parents influence improvement and change successfully. Staff review and act on the feedback from parents' surveys. The Parent Council engage well in discussions about school improvement priorities through headteacher updates. They help shape decision making positively within the school. Parents worked effectively in collaboration with staff and children to develop the school's positive relationships policy. A few parents work with children in the school's polytunnel to support children to grow, harvest and cook their own vegetables. In

addition, parents have undertaken walking leadership training and assist children in engaging in outdoor education activities, including supporting nature walks at the nearby loch. Parents have organised and successfully led a range of school social activities that promote a strong sense of community. This includes a Halloween disco and an Easter egg hunt. As a result, most parents feel that the school takes their views into account when making changes and that the school is well led and managed.

- The staff team demonstrate a positive understanding of the social, economic and cultural context of the school. The headteacher consults meaningfully on Pupil Equity Funding (PEF) investment with staff and parents. As a helpful next step, he plans to strengthen consultation with children. This should help inform future decision making in identifying appropriate interventions to support children's learning and wellbeing.

2.3 Learning, teaching and assessment

good

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

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

- Across the school, children benefit from learning in a calm, nurturing and purposeful environment. All staff know children and families very well and foster positive, supportive and caring relationships with children. All staff use the school values as a core feature of their practice and children demonstrate these values well in their interactions with others. 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 in their learning. Across the school, children behave very well, are polite to visitors and are respectful to each other and adults.
- The headteacher and staff have established well-organised, inclusive and attractive spaces for learning, where children's work is valued and celebrated. They have created thoughtfully designed and well-resourced break-out areas for children to relax and have quiet learning time. This supports children to engage well in independent learning tasks and small group-based learning activities. All children know where to get support if required and feel comfortable to seek help from trusted adults. They benefit from daily emotional check-ins which support transitions from home to school. Children who require additional support in their learning can access calm spaces with resources such as sensory supports. This helps them to manage their emotions and engage positively in school.
- The headteacher and staff work very well to support all children to identify and understand their rights effectively. This is evident during class lessons, whole school assemblies and in visual displays in and around the school. All children contribute purposefully to the creation of class charters reflecting their rights. Across the school, children speak articulately about their rights and interact respectfully and patiently with one another in learning.
- The headteacher and staff have developed a useful learning and teaching policy. This is supporting staff effectively to develop a better understanding of high-quality learning and teaching. Across the school, teacher's instructions and explanations are clear. In most lessons, teachers share the purpose of learning effectively and support children to identify how to be successful. As a result, almost all children know and can articulate the purpose of their learning. Teachers use questioning effectively to engage children. However, this is mostly used to check for understanding. Teachers should now develop further their use of higher-order questioning. This should help deepen children's thinking and extend their learning.

- In most lessons, teachers provide an effective range of teaching approaches which include direct teaching, collaborative activities and independent learning. They provide useful activities for older children to work alongside younger children. Support staff interact well with individuals and small groups of children to enhance their learning and engagement. In most lessons, teachers support children who require additional help in their learning positively. In a minority of lessons, children's learning is overly teacher led and the pace of learning for children needs to increase. Teachers should ensure that tasks are set at the right level of difficulty and the pace of learning meets the needs of all children.
- Staff continue to develop play-based approaches to support younger children's learning. They create stimulating spaces that foster independent, play-based experiences and encourage children's creativity and curiosity. For example, staff have created construction areas, themed role play contexts and investigation zones. Teachers should continue to develop a shared understanding of play pedagogy and engage further with national practice guidance. This should help ensure that children develop further important skills such as creativity and curiosity. This should support them to engage in meaningful experiences to apply their skills in learning.
- Across the school, all teachers make very effective use of digital tools to support children's learning. Teachers use interactive whiteboards appropriately as a teaching tool to engage and motivate children in their learning. Younger children use electronic tablets very well to enhance learning. Teachers use digital technology creatively to provide spoken instructions for younger children to develop their listening and talking skills through multi media software. Older children use computers regularly in lessons to carry out research and to share information in presentations. A few children who require support with learning, use assistive technology software effectively, to access various learning tasks and activities. This supports them to develop independence in their learning.
- In most lessons, teachers provide helpful verbal and written feedback on children's literacy and numeracy work. As a result, children are developing an increased understanding of how well they have achieved. The headteacher and staff should now continue to develop a more consistent approach to the use of feedback across all areas of the curriculum. This should help children to better understand their progress in all areas of learning.
- Teachers use helpful progression pathways to plan effectively across all areas of the curriculum. Staff plan high-quality experiences connecting learning across different curricular areas. Children influence the planning process by offering their thoughts and ideas on what and how they want to learn. This supports children well to develop as independent learners and helps them build successfully on what they already know.
- The headteacher has introduced a helpful annual assessment calendar. Teachers use well a range of formative and summative assessment approaches to evaluate children's learning. They use assessment evidence well to make judgements on children's progress and achievement and to plan next steps in learning. Teachers collate useful evidence of children's progress in assessment folders and in each child's 'My Learning Journal'. This helps children identify accurately their next steps for learning in literacy, numeracy and health and wellbeing and set appropriate targets.

- All staff track children's progress effectively in literacy and numeracy, using the local authority tracking tool. The headteacher and staff meet termly to discuss children's progress, attainment and achievement. Together they identify children who would benefit from additional support and agree approaches to address identified gaps in children's learning. Staff should now track children's progress and skills more robustly across all curricular areas. This will help support the progression of children's skills across the curriculum.
- All teachers engage well with each other and take part in regular moderation activities, both within school and with colleagues from partner schools. They have effectively moderated children's progress in literacy and numeracy. As a result, teacher's professional judgements of a Curriculum for Excellence (CfE) levels are robust and accurate.

2.2 Curriculum: Learning pathways

- The headteacher has introduced helpful progression pathways to support teachers to plan learning across all curricular areas. Teachers use year plans effectively to cover a range of experiences and outcomes from all curricular areas. This helps teachers plan for appropriate progression and depth in learning. Teachers make useful links to the local area when planning for children's learning. This includes visits to the local church, woods and nature trails. This helps ensure that learning is relevant and purposeful for children.
- All children experience two hours of high-quality physical education (PE) each week. Staff provide a range of activities for children to participate in a variety of sports including rugby, football, basketball and handball. Older children participate in blocks of swimming lessons. These experiences develop children's overall fitness and increases their enjoyment in sport and exercise.
- All children receive their entitlement to the Scottish Government's 1 + 2 modern languages initiative. Across the school, children learn French which is planned progressively. They are confident using common words and phrases, for example days of the week, greetings and commands. In addition, older children learn Spanish through planned blocks of learning.
- Children benefit from well-organised and inviting library spaces which provide a wide range and variety of texts. They benefit from the fortnightly visit from the local community mobile library. Children enjoy using these resources to select books for pleasure and for research. This supports children well to develop their literacy skills and helps promote the school's positive culture for reading.
- All children receive their entitlement to religious education. The headteacher has developed a planned programme of assemblies which include appropriate learning around important events and religious festivals. This helps children to understand, respect and develop their knowledge of world faiths.
- Staff make very good use of their unique rural setting. They use school grounds and the local outdoor environment to plan motivating learning experiences across the curriculum. Younger children benefit from high-quality outdoor learning experiences in nearby woods such as 'Welly Wednesdays'. Older children experience Munro hillwalking. This supports children very well to learn new skills, apply their learning in different contexts and develop a very good understanding of the natural world. Children are very knowledgeable about their local environment and enjoy learning about sustainability.
- 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 and the curriculum. For example, children bake in partnership with the local farm shop and serve customers. This supports children to develop as responsible citizens, develops their enterprising skills, and encourages them to play a valued part within their local community.

2.7 Partnerships: Impact on learners – parental engagement

- Senior leaders and staff provide regular and varied activities for families to engage in the life of the school and to support their children's learning. This includes family reading and writing breakfasts, curriculum information sessions and open afternoons. Parents value regular updates about children's learning and the life and work of the school through an online platform. This helps them to understand better what their child is learning at school.
- Parents appreciate the pupil-led conferences where children highlight and celebrate their learning and achievements. Children feel empowered to share their work in jotters and on displays around the school. This helps parents review children's progress in learning. Consequently, almost all parents feel that they receive regular helpful feedback about how their child is learning and developing.
- The school community benefits from a very supportive Parent Council. They take an active interest in the school's work and are aware of the importance of widening and enhancing parental engagement. They communicate successfully with the wider parent forum through school newsletters, and an online platform. As a result, almost all parents feel comfortable approaching the school with questions and suggestions.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.1 Ensuring wellbeing, equality and inclusion

very good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Across the school, there is a well-embedded ethos of inclusion and positive relationships. Children thrive in a respectful and nurturing environment. Staff know children and families very well and use this knowledge sensitively and effectively to tailor support. This helps all children to feel understood, valued and included. Staff model the school's values well, this, together with the Positive Relationship Policy, provides a consistent framework to help staff effectively support children's wellbeing. This coherent approach ensures that children's wellbeing is central to the work of the school. As a result, almost all children feel that their peers treat them fairly and with respect. Staff feel supported and valued by the headteacher, helping them sustain positive relationships with children and each other. Collectively, the school community has created a happy, inclusive environment that promotes high expectations for children's wellbeing.
- Children are confident in sharing concerns and have well-developed strategies that help them communicate their thoughts, feelings and emotions. This includes children engaging in helpful 'daily emotional check ins' with their teacher. Staff understand that behaviour communicates need and respond skilfully and sensitively to children's wellbeing concerns. Staff support children to access a range of break-out spaces appropriately to help regulate their emotions and engage in their learning. Staff refer to the school values and use restorative conversations to reinforce high expectations. These approaches enable children to engage positively in their learning and supports improved emotional wellbeing.
- Staff demonstrate a strong and sustained commitment to children's rights. They have ensured work on children's rights is well understood and reflected in daily practice. Children have a secure understanding of their rights and contribute meaningfully to the creation of class charters that promote inclusion, respect and responsibility. Staff use 'right of the fortnight' at assembly to reinforce children's knowledge of their rights. As a result, most children can discuss a range of rights confidently and apply them to real-life contexts. For example, children talk knowledgeably about their right to play and their right to a positive education. Children are developing well their ability to clearly articulate what it means to act as a 'duty bearer' for rights. They take 'Rudi', the rights respecting mascot, home to help discuss their rights with parents. Consequently, children have a growing understanding of the responsibility adults have to ensure children are educated about their rights and can fully access them. Children are very proud of the national award they have received as a result of their work on promoting children's rights across the school community. This rights-based culture strengthens children's sense of agency and helps them build respectful, positive relationships.

- Almost all children make positive progress in health and wellbeing. They benefit from a coherent, progressive curriculum that is well matched to their developmental stages and enhanced by contributions from partners. Children engage in varied experiences and competitions which ensure children are active and promote a healthy lifestyle. These include, an annual health week, skiing, curling, rugby and participating in highland games. Parents and children enjoy the child-led, 'Move It Monday' family fitness sessions. Consequently, almost all parents and children feel that children across the school are encouraged to be healthy and take regular exercise. The Active Schools Coordinator, and local sports organisations provide a range of activities that develop children's fitness, physical skills and confidence. Staff plan high-quality PE lessons, combined with opportunities to be active across the school week. This supports children well in developing healthy habits. Children who are 'sports leaders' provide a variety of well-attended clubs over lunchtime including playground games and rugby. Staff provide a range of afterschool clubs, such as a handball and athletics club. This supports children to develop their physical fitness, promotes positive interactions and develops children's emotional wellbeing. The school has received an award for their sporting work which children are rightfully proud of.

- The headteacher and teachers track health and wellbeing regularly using the wellbeing indicators. Children evaluate their wellbeing using each of the indicators. Most children understand fully, the language of wellbeing as a result. This supports children effectively to express and articulate their emotions. Where children highlight a concern or a worry, staff provide effective interventions. For example, children, feel more included and responsible through contributing to leadership groups or more nurtured through engaging in targeted social skills groups. Children set helpful termly targets to improve their health and wellbeing. They discuss and review these targets regularly in collaboration with adults. Children and teachers highlight improvements in their achievement, confidence and feelings of inclusion as a result of these interventions.

- Children participate well in a varied range of learning experiences to explore safety. This includes, learning how to stay safe online, visits by the local police and fire service. Children explore the themes of safety and emotional wellbeing through national anti-bullying week. Across the school most children report feeling safe and almost all children feel that the school deals well with bullying. However, a minority of parents would like staff to improve how the school deals with bullying. Staff should share and promote further with parents the positive anti-bullying work that children engage in across the curriculum. This includes supporting children to learn from national initiatives to promote tolerance and understanding. For example, 'Show Racism the Red Card.' This should increase further parents' confidence in how the school is effectively addressing bullying.

- Staff fulfil their statutory duties very well. They identify the needs of children requiring additional support at an early stage and provide carefully planned, targeted supports and interventions. This includes additional support from staff on developing literacy and social skills. Staff review these approaches well to support identified children to make the best possible progress. Parents share their views about children's learning and children are involved in evaluating their own progress. These inclusive approaches result in effective targeted support for learners. Consequently, children with identified additional support needs make positive progress in their learning against their previous targets. Staff should continue to

develop clear and measurable targets for children to achieve. This should help staff to measure more accurately the positive progress children make in their learning.

- Children experience a well-planned programme of religious and moral education through class learning and community links. This includes a helpful collaboration with the local church to learn about Christianity along with curricular work which focuses on a wide range of faiths. The headteacher and staff include multi-faith celebrations in the school's annual calendar of events. This provides helpful opportunities for children to learn about cultural diversity and develop respect for difference. Children have engaged in learning that deepens their understanding of discrimination and protected characteristics including assemblies about neurodiversity. As a result, children learn more about their wider community and develop empathy. Staff should now take forward their plans to refresh reading resources to reflect a wide range of identities and experiences. This should help foster in children a greater sense of belonging and a clear understanding that they are valued as unique individuals.

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

- At the time of the inspection, the school roll comprised of a small number of children in P1-P7. As a result, attainment and progress will be expressed in 'overall' statements, rather than for specific year groups or CfE levels.

Attainment in literacy and numeracy

- Overall, attainment in literacy and English and numeracy and mathematics is good. Most children achieve appropriate CfE levels at key milestones.
- Most children with additional support needs are making good progress towards their individual targets in learning.

Attainment in literacy and English

- Overall, most children make good progress in literacy and English from prior levels of attainment. A few children across the school are capable of making accelerated progress.

Listening and talking

- Most younger children listen well to adults during lessons. They are developing their skills appropriately in sharing their thoughts, ideas and opinions. They follow instructions effectively. They should continue to develop their skills in turn taking in class and group discussions. Most older children express their views articulately. They listen to and build effectively on the opinions of others. Older children contribute clearly and audibly in discussions about their school, their learning and their achievements. They should continue to develop their skills in presenting to a wide range of diverse audiences.

Reading

- Most younger children retell simple stories accurately, for example Jack and the Beanstalk. They use their knowledge of sounds, letters and patterns to read familiar words. Younger children use clues in a text and illustrations to help predict what happens next. They should continue to develop their confidence in skimming and scanning to identify key information in simple texts. Most older children explain preferences for particular books and distinguish between fact and opinion. They read with fluency, understanding and expression using appropriate pace. They answer inferential and evaluative questions demonstrating a positive understanding of texts. They should develop further their understanding of techniques that writers and poets use to engage readers.

Writing

- Most younger children, form lower case letters legibly. They use capital letters and full stops correctly in at least one sentence. They spell familiar words accurately. Most younger children link sentences successfully using simple conjunctions. They should continue to develop their skills in checking their writing to ensure it makes sense. Older children enjoy writing for a variety of purposes, across a range of different genres. They use paragraphs well to organise their thoughts and ideas. They should continue to write extended pieces to influence or persuade the reader using word choice, punctuation and emotive language.

Attainment in numeracy and mathematics

- Overall, most children make good progress from prior levels of attainment in numeracy and mathematics. A few children are capable of achieving more.

Number, money and measure

- Most younger children add and subtract numbers within 100 accurately. They identify coins up to £2. They apply simple addition and subtraction skills well to give the correct change for items up to 10p. They round numbers to the nearest 10 with increasing accuracy. They are less confident in finding simple fractions of whole numbers. Most older children have a sound understanding of place value. They compare costs and determine affordability within a given budget. They accurately calculate time durations bridging across several hours. They need to develop further their understanding of the relationship between fractions, percentages and decimals.

Shape, position and movement

- Most younger children, identify a range of two-dimensional (2D) shapes. They identify accurately lines of symmetry within simple 2D shapes. They are not yet confident in using the four compass points to describe, follow and record directions. Most older children identify accurately three-dimensional objects using the correct mathematical language. They successfully classify a range of angles. Most older children know that a radius within a circle is half the diameter. They are not yet confident in using complementary and supplementary angles to calculate missing angles.

Information handling

- Most younger children interpret accurately simple charts including their classroom visual timetable. They ask and answer questions to extract key information from bar graphs and tables. Most older children are developing skills in using a range of graphs, pie charts and tables to interpret and analyse data sets. Across the school children would benefit from experiences in using digital technology to present information.

Attainment over time

- In session 2024/25 overall attendance was 95%. This is above local and national averages. The headteacher monitors children's attendance carefully. A few children have attendance which falls below 90%. This is mainly as a result of holidays during term time. The headteacher provides helpful information to parents in school newsletters about the importance of regular attendance at school. Staff work closely with families, following local authority guidance, to support improved attendance. There are no children on part-time timetables. There have been no exclusions in recent years.

- Over time, children maintain positive levels of attainment in literacy and numeracy as they progress through stages within the school. The headteacher, along with staff, use the local authority tracking system which enables staff to monitor the progress of individual children in literacy and numeracy. Where there has been a slight dip in attainment for cohorts of children, staff have rightly identified the need for targeted interventions. Staff identified the need to strengthen children's attainment in writing at first level. Staff engaged in professional learning to enhance their skills in teaching writing. Consequently, children now write at greater length, with improved detail and use appropriate vocabulary. This has led to an overall improvement in attainment in writing.

Overall quality of learners' achievement

- Staff celebrate children's wider achievements through assemblies, wall displays and on an online digital platform. Children have regular opportunities to celebrate achievement through planned headteacher tea parties. They benefit from a wide range of experiences which help them to develop important skills for learning, life and work. For example, gaining work experience in partnership with the local farm shop and participating in pupil leadership groups within school. Children in the school's eco group, planned, co-ordinated and led a sustainability fashion show which was enjoyed by the local community. As a result, children are developing skills which include leadership, decision making and collaboration. The headteacher has recently introduced, 'The Isla Leadership Award', which recognises children's contributions to leadership within the community.
- Staff work very well with a range of community partners including local farmers, sports leaders and a local religious leader to enhance the quality of children's learning. Children have worked in a local food bank selecting and packing key items for food hampers for distribution into the local community. As a result, children develop confidence, teamwork and communication skills and demonstrate an increased awareness of the world beyond school.
- Children participate in a wide range of sporting activities provided by staff and partners, such as tennis, cycling skills programmes and girl's golf. Children demonstrate well their sporting skills and experience success through competitive sporting festivals in football and handball. Children are proud of their national award for sport they have achieved at the school.
- The headteacher and staff have begun to track children's achievements and participation in clubs and activities. As planned, staff should now track more carefully the specific skills which children are developing from their achievements. They should link these more explicitly to skills for learning, life and work. This should help to support children to make stronger links between their achievements, learning and progress.

Equity for all learners

- The headteacher and staff have a sound understanding of the socio-economic background of all children and families. They are mindful of the impact of the cost of the school day on families and ensure that all children have equity in their school experience. Staff provide uniform for children who may require this. The school's positive partnership with the local community food bank provides families and members of the local community with food parcels where required. Staff work in close partnership with the Parent Council to reduce the

cost of trips and activities. This helps to ensure that all children enjoy a range of cultural, sporting and social experiences beyond the school and village. Children talk with excitement about their annual skiing trip, which is funded in partnership with the Parent Council.

- The headteacher, along with staff, have developed a clear and effective plan for PEF. They prioritise PEF appropriately to fund additional staffing to deliver targeted interventions for identified children. Staff use funding to support outdoor learning and literacy interventions. This is supporting children's literacy skills well and helping them to become more engaged and ready to learn. The headteacher should now monitor more robustly the specific impact which targeted interventions have on accelerating the attainment of individuals and groups of children. This should help to provide clear evidence in how well PEF interventions are closing identified attainment gaps in children's learning.

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.