

Summarised inspection findings

Auchinleck Primary School

East Ayrshire Council

3 March 2026

Key contextual information

Auchinleck Primary School is a non-denominational school in the village of Auchinleck in East Ayrshire. There are 149 children across seven classes. The senior leadership team consists of a headteacher, depute headteacher and an acting principal teacher. The headteacher has been in post since October 2021 and the depute headteacher since April 2024. In relation to the Scottish Index of Multiple Deprivation (SIMD), 79% of children live in SIMD deciles 1 and 2, 4% in deciles 3 and 5 and 17% in deciles 6 to 8. Across the school, 42% of children are in receipt of free school meals. Around 31% of children require additional support with their learning.

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	

- All staff have successfully created a strong sense of community and belonging for all children in their care. The school community value and speak proudly about the positive changes that have taken place over recent years. Some years ago, staff created the school vision of ‘climb the ladder of success, in Auchinleck, we try our best’ alongside the school values of family, caring, confidence and respect. Children enjoy singing their school song about their vision and values at assemblies and talk articulately about how they are supported to live these values daily. Children who demonstrate school values receive house tokens on a daily basis and ‘ladder of success’ certificates at assemblies. As a result, the vision and values are meaningful and embedded into daily life. As planned, senior leaders should continue to review these to ensure they remain aligned to the changing context of the school.
- The headteacher provides effective leadership of the school and has successfully gained the confidence, trust and respect of staff, parents and children. He is ably supported by other senior leaders who each have clearly defined remits. The school community appreciate their kind and supportive approach. Together, they provide clear strategic vision for improvement based firmly on a deep understanding of the context of the school. In addition, they support staff to reflect well through relevant self-evaluation activity and robust analysis of data to inform their approaches to school improvement. This effectively supports the provision of a well-considered rationale for change. As a result, senior leaders and staff are driving forward initiatives that lead to increasingly positive outcomes for children.
- Senior leaders ensure that improvement priorities align with their strategic vision and reflect well, local and national guidance. This year, staff have identified the need to increase opportunities for pupil leadership, improve attainment in literacy and enhance children’s attendance. Senior leaders ensure staff are supported effectively to achieve these priorities

through a collegiate calendar of activity. This is allowing them to manage the pace of change very well. Senior leaders and staff monitor and evaluate the improvement priorities regularly across the school session to measure the impact of their work. Improvements in learning and teaching are evident through the use of their new lesson menu which is providing consistency of approach across all classes. The staff team regularly use research evidence and look outwards to other schools to inform and guide school improvement. Senior leaders should now provide increased opportunities for parents to evaluate the impact of improvement priorities and suggest next steps.

- Senior leaders and staff have developed a helpful quality assurance calendar which identifies key activity used to support them to monitor and evaluate the work of the school. For example, senior leaders visit classes, sample children's work and discuss planning and children's progress through regular professional discussions with staff. Following quality assurance activities, the headteacher provides staff with detailed individual and collective feedback on areas of strength and development. In addition, senior leaders and staff use this information very well to inform the school's improvement agenda.
- All staff have effectively created a positive culture of collaboration and shared leadership where they contribute enthusiastically to improvement and change across the school. All staff benefit from high quality dialogue during annual reviews with senior leaders. This supports staff to identify plans for personal development which are of interest to them and align with school priorities. All teachers lead aspects of school improvement, this includes, improving learning and teaching, strengthening learning across the curriculum and enhancing children's digital skills. All teachers are developing well their awareness of how to use improvement methodology to support their areas of responsibility. For example, staff have planned and delivered enquiries that have led to steady improvements in writing and attendance. Other examples include improvements in children's engagement and wellbeing through the provision of a free breakfast club and the development of the Achievement Resource Centre (ARC). All teachers are members of teacher improvement groups where they work collectively to develop areas such as leadership and improvements in attainment. Children's outcomes are improved as a result of this distributed leadership.
- A minority of children contribute to school improvement through their roles as pupil council representatives, house and vice captains, junior leaders and junior road safety officers. This has led to the addition of new playground resources and improvements in safety in relation to the use of the car park. Almost all children feel their views are sought through surveys and providing suggestions for improvement. A few children have enjoyed reflecting on themes from 'How Good is OUR School' to support evaluations of aspects of school life. Most children feel their views are acted upon and enjoy hearing through 'you said, we did' feedback from senior leaders and staff. Senior leaders need to now build further on this positive start. They should ensure that all children are engaged in authentic leadership activities and roles to evaluate, inform and improve the life of the school. This should help enhance all children's leadership skills, build their confidence, and develop their skills as effective contributors.
- Senior leaders and staff have a thorough understanding of the school's social and economic context. The headteacher has created a strategic plan for Pupil Equity Funding (PEF) to target support for individuals and groups of learners affected by barriers to their learning. Senior leaders use funding well to provide additional resources and staff to support children's learning and wellbeing needs and improve attainment and attendance. Senior leaders should ensure they discuss with parents the use and impact of additional funding plans.

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

- Children are polite, respectful and proud of their school. They engage enthusiastically with visitors and with each other. Senior leaders and staff provide an inclusive and nurturing environment for learning which is underpinned by children's rights and the school's vision and values. Staff have worked well with children to create class charters which are displayed in every classroom and referred to during learning. Most children articulate the school values and rules well and demonstrate this in their actions throughout each day. Staff have high expectations for children's achievement, attainment and behaviour. Children receive praise and positive reinforcement through house points and certificates linked to school values. This motivates children and supports well a positive learning environment.
- Teachers have completed audits of their learning environments and used these successfully to provide supportive spaces within their classrooms. For example, children have spaces that help them to focus on learning and regulate their emotions in the 'concentration' and 'regulation' stations. Across the school, most children are engaged and motivated to learn. Staff employ a wide range of effective strategies to support a few children well who display low level disruptive behaviours. This is enabling children to return quickly to purposeful learning. Overall, children's behaviour across the school is very positive.
- Senior leaders and staff have developed an 'excellent lesson menu'. This menu supports a consistent approach to embedding their agreed key features of effective learning, teaching and assessment. This shared framework supports teachers to work flexibly and be creative and adaptive in their practice while maintaining the essential components of high-quality lessons. In all lessons, teachers provide clear instructions and explanations. They share well with children what they are learning and how they will be able to demonstrate that they are successful. Teachers should now provide children with opportunities to co-create measures of success. This should improve further children's ownership and understanding of their learning.
- Teachers provide children with relevant and engaging contexts for their learning through meaningful links to the local community. Consequently, children are developing greater connections between what they learn in school and real-life situations. This is strengthening children's skills for learning, life and work. In almost all lessons, teachers use questioning effectively to check children's understanding. They make clear links to prior learning which supports children to develop their understanding and build on learning from previous lessons well. In the majority of lessons, teachers extend further children's thinking through the purposeful use of higher order questioning. In most lessons, teachers plan learning that is well

matched to children's differing needs and provide appropriate levels of support. A few children at each stage across the school would benefit from increased levels of challenge in literacy and numeracy to ensure they make the best possible progress.

- Most children work well independently, in pairs and in groups across a range of learning tasks. Most teachers make effective use of digital technologies, including interactive screens, visualisers and tablets to support and enhance learning. All children have access to digital technology and demonstrate confidence in using these tools to support their learning. For example, children use technology to carry out research, access online platforms and games, and present their learning in a variety of formats. In a few classes, children have opportunities to develop a wider range of skills such as coding. Teachers should continue to build their digital confidence and expertise to support and develop children's digital skills progressively and to enhance learning and teaching.
- Children at the early stages have opportunities to engage regularly in a range of free and structured play-based learning. Teachers make effective use of spaces, interactions and resources to support children to apply their learning in play contexts. Teachers should continue to engage with national guidance to develop further their understanding of the role of the adult. In addition, staff should review how they use observations effectively to identify children's learning and plan their next steps.
- Senior leaders and teachers have worked together to create, evaluate and refine the 'Auchinleck Assessment Framework'. This framework provides a comprehensive and well-structured overview of assessment expectations as children progress through the school. All teachers use of a wide range of assessment tools effectively including diagnostic and standardised assessments to monitor children's learning and progress. In addition, teachers assess children on an ongoing basis during lessons. Teachers use all assessment information effectively to plan appropriate next steps for groups and individuals. In the majority of lessons, children have meaningful opportunities to engage in peer and self-assessment. Children are developing their skills successfully in providing helpful feedback to others and to reflect on their own progress. In most lessons, teachers provide effective verbal feedback to help children improve their work. In writing, most teachers provide helpful written feedback. This is less consistent across other areas of the curriculum. Teachers should continue to develop their practice to ensure all written feedback is specific and clearly linked to success criteria. This will enable children to better understand their strengths and next steps.
- Teachers engage effectively in professional learning activities in school and with colleagues from other schools to support their understanding of national standards. Recently, staff have moderated children's learning in literacy. This is supporting well teachers' understanding of national expectations in this area. Staff should continue to work collaboratively with colleagues from other schools to strengthen their understanding of national standards across other areas of the curriculum.
- Teachers plan children's learning effectively using progressive pathways linked to Curriculum for Excellence (CfE) experiences and outcomes and national Benchmarks across all curriculum areas. Senior leaders and teachers have established a coherent whole-school approach to long-, medium- and short-term planning supported by a range of planning tools and guidance. Teachers' plans are consistent as a result of access to this helpful guidance. Teachers consult children about what and how they would like to learn for topic-based enquiry learning. This

supports children effectively to have meaningful choice in aspects of their learning and strengthens their engagement and ownership of learning. Senior leaders and teachers should now extend this positive practice to other areas of the curriculum.

- Senior leaders have recently implemented a robust system for monitoring and tracking children's progress and attainment. Teachers and senior leaders meet termly to discuss children's progress in literacy, numeracy and health and wellbeing. Consequently, teachers are increasingly confident in identifying individuals and groups of children who require targeted interventions to support gaps in their learning. Staff make effective use of data to demonstrate children's progress following planned interventions. Most children who receive targeted interventions make positive progress against agreed measures. Senior leaders should now extend this approach to other groups of children. For example, children who are exceeding national expectations for their age and stage.

2.2 Curriculum: Learning pathways

- Teachers plan effectively using local authority progression pathways across all curricular areas. Staff adopt a creative and outward-looking approach, collaborating together, engaging with other schools and seeking partners to enhance learning experiences. For example, teachers have participated in high-quality professional learning with a local partner to enhance approaches to learning and teaching about the environment. This has had a positive impact on enhancing creativity and relevance to children's learning experiences. In recognition of this effective collaborate practice, the school was awarded the King's Foundation Awards 2025 for the Community Partnership of the Year.
- Children across the school currently have limited opportunities to engage with their additional language, French. Senior leaders and teachers should ensure that all children receive their full entitlement to the 1+2 approach to modern languages. This should include a clear and progressive provision of language learning across stages to support continuity and increasing depth of learning over time.
- Staff plan and deliver a balanced programme of religious and moral education in line with national expectations. This helps children to develop very well their understanding of different religions, culture and diversity. Children benefit from learning about Christianity as a result of their partnership with a local church.
- Staff provide learning opportunities for older children to develop an understanding of the Holocaust through an annual thematic focus. This session, children have explored the theme 'Bridging Generations', which supports them to understand the experiences of first-generation Holocaust survivors. This is promoting reflection, empathy and understanding. This approach should be extended and shared to support learning about other aspects of diversity across the school.
- Children receive high quality physical exercise (PE) however, senior leaders should ensure that all children receive their full entitlement to two hours of high-quality PE each week.
- Children experience a range of well-planned opportunities in the expressive arts. Strong partnerships with external agencies, parents and staff help to create engaging and motivating experiences. These experiences enable children to build confidence, develop creativity and experience success through creating artwork and performing.
- Children across the school have regular access to a variety of books and enjoy selecting these from both the local library and their class libraries. Recently, staff have successfully secured funding to purchase new furniture and books to establish a school library. This development should strengthen further a positive reading culture and encourage children to read for enjoyment.

2.7 Partnerships: Impact on learners – parental engagement

- All staff have created successfully, positive and trusting relationships with families. This is a central feature of their approach to supporting parental engagement. Most parents feel the school is well led and are comfortable approaching the school with questions. Almost all parents report that their child likes being at school.
- Senior leaders communicate with parents through regular 'All about Auchinleck' newsletters to share information about events and expectations of learning. Parents appreciate the opportunity to visit the school for open afternoons and curriculum workshops. Senior leaders gather the views of parents both informally and through digital forms. This supports the school to respond swiftly to the needs of their families. As a result, most parents feel their views are sought and acted upon. Parents would appreciate an increase in communication about their child's progress.
- The newly formed Parent Council act on behalf of the wider parent forum and work closely with the headteacher to support fundraising and to discuss improvements. They find senior leaders approachable and responsive to their requests. The Parent Council use funds raised to enhance children's experiences such as, through providing funding for a visit to a pantomime. In addition, they have purchased resources for 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, 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

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, all staff promote effectively positive relationships which are underpinned by children's rights. Consequently, almost all children feel that staff treat them fairly and with respect. Children learn in calm, purposeful and supportive environments which are underpinned by the school rules of safe, ready and respectful, as represented by the Barony Bee. Most children interact respectfully with each other and demonstrate kindness in their interactions with peers. Almost all children feel safe and articulate how the school helps them to feel safe. As a result, almost all children are happy, settled and confident in the school environment.
- Staff are at the early stages of developing children's awareness of their rights. Senior leaders have completed an audit of the school's approaches to children's rights and identified clear next steps. Staff have created classroom charters and a lunch charter to support children's growing understanding of their rights. Teachers use the language of children's rights in classes and senior leaders support this learning in assemblies. As planned, senior leaders should continue to develop and embed children's understanding of their rights further. This should support children in recognising how they relate to their daily lives.
- Staff adopt a values-based restorative approach to manage conflict and to promote positive relations and behaviour. Senior leaders devise effective repair plans to resolve any significant conflicts. This is having a very positive impact on children who benefit from support to develop effective relationships. Staff use bespoke strategies and resources appropriately to address any potential escalation of distressed behaviour. Consequently, the number of incidents of dysregulated behaviour is reducing and more children feel reassured, calm and respected. Staff's approaches to managing behaviour are underpinned by relevant professional learning and effective partnership working. These interventions are captured well in the school's relationships policy which exemplifies the proactive and preventative approaches used by staff to manage and promote positive behaviour. A few children feel staff do not deal well with bullying. Senior leaders should work with children, staff and families to establish a clear, shared understanding of bullying concerns. This should ensure all stakeholders have a full understanding of how alleged bullying is managed.
- Children's wellbeing is at the heart of staff's work. Staff have a very good understanding of the importance of wellbeing to a child's attainment, achievement and development. All staff know children's individual circumstances very well and are highly responsive and proactive in meeting their wellbeing needs. This contributes effectively to the nurturing and supportive ethos across the school. All children are supported through a range of effective universal supports. For

example, staff facilitate regular emotional check-ins and provide children with someone to talk to if they are worried or upset. In addition, interventions are used to support children to understand their emotions and manage grief, anxiety and conflict. Most children are developing well their knowledge of the wellbeing indicators and understand how these affect their daily lives. All staff are proactive and effective in supporting and promoting children's wellbeing which is impacting positively on outcomes for children.

- Senior leaders and staff review and track children's wellbeing regularly using a variety of tools. They use this information well to identify potential concerns and plan swiftly and timeously to facilitate effective interventions to support these. For example, staff contact parents and other partners to discuss concerns, and plan supports together to address them.
- The school has a well-planned and responsive approach to supporting children at points of transition. Staff share all relevant information with colleagues in school, and in other establishments, to help ensure that children's needs are understood and addressed. Children who require additional support have an enhanced transition to help them to adapt to their new learning environment. Senior leaders link effectively with partner agencies to support the process. This approach helps children feel more confident and secure throughout the transition period.
- Staff have a relentless focus to ensure the school is inclusive, and they place high importance on meeting the needs of individuals. Staff have an appropriate understanding of their responsibilities and statutory duties relating to wellbeing, child protection and safeguarding. Staff ensure interventions are in place for children who require additional support with their learning. Staff work effectively with key partners such as, the local authority support team, educational psychologists, social work and counselling services to provide targeted support. They work collaboratively with children to create communication passports to help others understand children's needs and how to best support them. During regular child's planning meetings, they work with relevant partners, children and families to create and review bespoke plans to support children's needs. For example, a few children benefit from support from therapeutic, counselling and mental health services. Staff should now ensure that all targets in children's plans are measurable, achievable and time bound. This should help staff to measure better the incremental progress children make towards their targets.
- Senior leaders have created a specific resource in school known as the ARC. Identified children benefit from access to the ARC to support their wellbeing, engagement in learning and to develop key life skills. This is having a positive impact on targeted children's attendance, engagement and wellbeing. Senior leaders should continue to review and develop this work further to ensure it is supporting children to re-engage successfully back into classrooms.
- Recently, a few staff have taken on the role of providing additional support for care experienced children. Care experienced lead teachers have initiated plans to support, track and monitor closely the progress of all care experienced children. In addition, they have identified appropriate outdoor learning activities and made helpful links with partners. This is helping to enhance children's learning and develop their skills for learning, life and work. Senior leaders should continue to work with care experienced lead teachers to develop the role further. Senior leaders should also raise the profile of young carers to ensure they receive appropriate support.

- Staff strive to support children to understand and celebrate that everyone is unique and different. Senior leaders and staff should now develop children's knowledge of diversity and difference further beyond children's experiences within their school. As part of this, they need to ensure all children develop their understanding of protected characteristics and the range of factors that relate to stereotypes. This should support children to value and celebrate diversity and challenge discrimination.

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 numeracy is good. Most children at early level achieve expected CfE levels in reading, writing and numeracy and almost all in listening and talking. At first level, most children achieve expected levels in writing, numeracy and listening and talking and the majority in reading. Most children at second level achieve expected levels in reading, writing and numeracy and almost all in listening and talking.
- Most children who require additional support with their learning are making good progress and achieving well against their individual targets.

Attainment in literacy and English

- Across the school, most children make good progress in literacy and English. Children have benefitted from the recent focus on teaching writing in P4. This has accelerated children's progress.

Listening and talking

- At early level, most children listen well to stories and share their thoughts confidently with others. A few children would benefit from learning simple ways to use body language when listening to others such as eye contact. At first level, most children share their thoughts and opinions enthusiastically as they engage with others in discussions. A few children need to improve their skills taking turns and avoiding talking over others. At second level, most children talk confidently about the skills require for debating. They would benefit from learning more about how to ask questions to develop the views of others.

Reading

- At early level, most children use their knowledge of sounds and blends accurately to read simple words. They use their knowledge of initial sounds and letter patterns to support them to read simple words alongside context clues. At first level, most children use punctuation correctly to support them to read with increased fluency. A minority of children need greater exposure to texts to increase their knowledge of authors and different genres. At second level, most children talk about a variety of texts they enjoy explaining the different genres they relate to. Most children read with expression using punctuation appropriately as a prompt to support their fluency. They need to revisit the key features of non-fiction texts such as glossary and index.

Writing

- At early level, most children write using lowercase letters accurately to make simple words. A few children should continue to develop skills in writing a short sentence with a capital letter and a full stop. At first level, children describe a few types of genres such as letter and persuasive writing. They identify accurately a few parts of speech such as verbs and nouns. They need to revisit adjectives. At second level, most children describe effective approaches and skills required for notetaking. They describe a wide variety of genres they experience as part of their learning about writing such as diaries, recounts and letters. Across first and second level, children need greater opportunity to develop skills in poetry writing and to improve their handwriting.

Numeracy and mathematics

- Overall, most children make good progress in numeracy and mathematics. Across first and second level, children need increased opportunities to revisit prior learning.

Number, money and measure

- At early level, most children order numbers forwards and backwards within the range 0-20. They are developing confidence in adding, subtracting and doubling within 10. They are not yet confident talking about the key features of the four seasons. At first level, most children confidently add and subtract three-digit numbers. They round numbers successfully to the nearest 10 and 100. They would benefit from more opportunities to work with money and calculate change. At second level, most children read, write and order whole numbers to 1,000,000 confidently and accurately. They should now have more experience of making links between fractions, percentages and decimals.

Shape, position and movement

- At early level, most children use confidently their knowledge of colour, shape and size to match and sort items. They identify common two-dimensional (2D) shapes in the environment effectively. They are less confident in recognising three-dimensional (3D) objects. At first level, the majority of children name and identify 2D shapes and 3D objects. They are less confident in describing the properties of 3D objects using mathematical language. At second level, most children use the correct mathematical language to describe acute, obtuse, straight and reflex angles.

Information handling

- At early level, most children interpret simple graphs and apply their counting skills well to ask and answer questions. At first level, children extract key information with increasing confidence from charts, bar graphs and tables. At second level, most children identify a range of types of graphs and charts, including their key features. Across the school, most children should continue to build and apply their skills regularly in information handling across a range of relevant contexts. This should include using digital technologies.

Attainment over time

- Senior leaders monitor attainment closely at key intervals across the year and engage in regular, focused discussions with class teachers about progress and outcomes. Senior leaders identified a decline in writing attainment at first level and responded effectively by implementing a targeted writing improvement programme. Early indications show that attainment in writing is improving at key stages. Children's outcomes have shown consistent

improvement due to staff's sustained focus on improvement. As a result, attainment over time shows a steady improvement in all areas. Teachers demonstrate greater accuracy in their professional judgements on attainment as a result of the planned moderation activity.

- The headteacher monitors and tracks attendance at six monitoring points across the school year. This session, there has been a consistent improvement in attendance at each monitoring point. Attendance is currently 87% which is below the local authority and national average however this has improved from 86% the previous year. Senior leaders communicate regularly with parents about the importance of good attendance and its impact on wellbeing and attainment. Senior leaders are proactive in working with parents when there is a concern around falling attendance. Staff have developed positive relationships with parents to share the importance of children attending school every day. For example, staff send praise letters to children and families to recognise efforts to improve attendance. As a result, attendance for a few targeted children has improved. A minority of children's attendance is below 90%. Senior leaders report this is due to domestic circumstances, illness and family holidays. Senior leaders should continue to develop their approaches to track and monitor children who are consistently late attending school.
- A few children attend school on a part time basis. Senior leaders should continue to monitor part-time timetables in line with local authority and national guidelines. They should continue to ensure timeous reviews are undertaken to support these children to receive their entitlement to full-time education.

Overall quality of learners' achievements

- Across the school, children value the range of ways staff celebrate their achievements. This includes attractive displays within and beyond school. Staff also share children's achievements through assemblies and by issuing a range of certificates. Children are proud to be recognised through certificates such as the 'Ladder of Success', 'Meta Skills', 'Handwriting Hero' and 'Sports Superstar Awards'.
- Children benefit from a wide range of well-established partnerships that enhance their learning and support the development of a broad range of skills. For example, effective partnership working with a local bowling club, equine centre and outdoor learning experiences provide children with valuable opportunities to develop skills. Staff make effective use of their proximity to Dumfries House to enrich both formal and informal learning experiences. The majority of children have accessed swimming lessons across the year. Collectively, these partnerships help children develop as confident individuals, effective contributors and responsible citizens. Staff and partners track children's achievements and use this information strategically to identify children at risk of missing out. Senior leaders should now ensure that children can identify and articulate the skills they are developing as a result of their achievements.

Equity for all learners

- All staff know children and their families very well. They understand the socio-economic background of all children. Staff respond flexibly to individual circumstances. This is supported well by the highly positive relationships they have established with families. Staff collaborate effectively with partner agencies to ensure support is coordinated appropriately. They work sensitively and discreetly to ensure children and families benefit from a wide range of supports offered to them. This includes free snacks, stationery, school uniform and

outdoor clothing. Parents raise funds that support children to participate in trips and excursions. This helps ensure financial constraints do not prevent any child from engaging in opportunities for learning and achievement.

- Senior leaders use a range of relevant data and information to determine how PEF will be spent. They identify gaps in children's attainment, wellbeing or participation, and plan interventions promptly to address these gaps. This session, PEF is used well to support areas such as increasing attendance and supporting nurture. Additional staff and partners, funded through PEF, deliver high-quality interventions for children. For example, PEF funded staff provide targeted literacy interventions for small groups of children. Children supported by PEF demonstrate increased confidence, engagement and readiness to learn. Senior leaders should develop further their approaches to measuring the impact of PEF interventions on targeted children. This should support them to identify which interventions are accelerating learning and closing the poverty related attainment gap.

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.