

Summarised inspection findings

Glassford Primary School

South Lanarkshire Council

16 June 2026

Key contextual information

Glassford Primary is a non-denominational school which serves the village of Glassford and surrounding rural area. At the time of the inspection, there were 71 children attending the school, ranging from P1 – P7. Children are taught across three multi-stage classes. Around 17% of children are registered for free school meals, which is below the national average. Almost all of the school roll live within Scottish Index of Multiple Deprivation data zones 5 and 6. The school reports that just over a third of children require additional support with their learning. The headteacher and an acting principal teacher serve as the school's senior leadership team.

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 headteacher and all staff create a welcoming, inclusive and supportive ethos. Parents and the wider village community value their meaningful partnership with the school. This supports a strong sense of connection and collaboration, captured well by the Strathaven Learning Community motto 'together we thrive'. The headteacher worked closely with children and families to develop and agree the school's vision, values and aims. These have been reviewed periodically and remain relevant. Senior leaders and staff discuss the agreed values regularly at assemblies and in class. Most children have a sound understanding of these and can talk about how they demonstrate the values in school and at home.
- The headteacher provides effective leadership and direction. Her dedication to both the school and local community is evident throughout her work. Her pastoral care and highly positive relationships with children, families and wider community members are key features of her leadership. The headteacher is ably supported by an acting principal teacher. They are very well-respected by the school community and partners. As senior leaders, they work very well with teachers and support staff, fostering a positive collaborative culture.
- Senior leaders work with staff to plan and evaluate school improvement work at regular points across the year. They have achieved and sustained positive change in several key areas. For example, staff have focused on developing and embedding improved approaches to teaching writing. As a result, children now produce higher quality texts and their motivation and engagement for writing has increased. Senior leaders and staff should ensure a clearer focus on outcomes for children when planning and evaluating future work. This should help to highlight further the improvements achieved within children's experiences and progress.

- Senior leaders and staff work very well with other local small schools and the wider Strathaven Learning Community to plan and evaluate joint improvement work. This partnership brings positive benefits for all staff involved who find support networks and sharing practice very helpful. This close collaborative approach also has positive impacts for children who receive enhanced experiences and support. Moving forward, senior leaders should personalise their rationale and reflections further when planning and reporting on joint improvement work. This should help to show more clearly the key actions which have the greatest impact at Glassford Primary School.
- The headteacher and staff have a deep professional understanding of the school and community context. They discuss and agree how Pupil Equity Funding (PEF) will be spent. Children and parents are involved in helping to decide how a portion of this funding is spent through participatory budgeting activities. Senior leaders and staff should agree and develop a whole school strategy for raising attainment to improve further the school's equity work. This should support the most effective allocation of funding.
- The headteacher has established well-considered quality assurance arrangements. Senior leaders carry out regular evaluative activities. For example, they observe lessons, speak with children about their learning and sample class work. Senior leaders summarise and discuss this evidence with teachers. This helps all staff to understand the strengths and next steps for the whole school. Senior leaders seek feedback regularly. They take into consideration the views and ideas from children, parents and partners when making decisions.
- Teachers and support staff participate in relevant annual professional development and review. All teachers engage with educational research and embrace opportunities regularly for further professional learning. They reflect on and discuss their practice well as a team and with colleagues in other schools. Each teacher takes responsibility for leading areas of the curriculum and school life. They are involved with a range of projects in the learning community and at local authority and national level. Teachers' leadership of change improves children's learning and progress. For example, children now benefit from well-planned, creative play and inquiry learning experiences. These are supporting children to identify, develop and reflect on important transferable skills.
- Senior leaders and staff support and encourage children to lead school-wide change and improvement. All children contribute to decision-making and participate in pupil groups or school committees. They are proud of their contributions and can give examples of positive changes that children have helped to make. Recently, the reading ambassadors achieved national recognition for their work to promote reading enjoyment. Children in the play committee have increased the range of outdoor play resources that are available at break and lunch times. Older children also take on key leadership responsibilities which support wider school life, such as house captains. Children feel that staff listen to their views and act on suggestions to improve their experiences and learning.

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

- All staff offer children nurturing care and support during lessons and throughout the school day. Children demonstrate kindness and encourage each other well. Together, staff and children create a positive learning environment underpinned by the school values of kind, respectful, responsible and resilient. Staff know and understand children as individuals and respond well to their needs and interests. Children are keen to learn and most show sustained engagement during discussions and activities.
- Across the school, senior leaders and staff create an inclusive climate that supports all children to learn and achieve. Overall, children behave very well. Staff apply knowledge from training on inclusive practice and childhood development effectively. Teachers are continuing to develop further nurturing approaches and interventions to support inclusive learning and teaching. They provide children with helpful visuals and well-considered resources in classrooms and school spaces. Children now know a range of helpful strategies and tools to support their emotions and to help them concentrate. All staff support instances of children's dysregulated behaviour sensitively. This helps children to re-engage quickly in their learning. Teachers and children agree and create class charters at the beginning of the school year. They use these well to discuss expectations of respectful behaviour and to reflect on children's rights. Teachers and support staff's approaches are helping children to learn in a calm and purposeful environment.
- Teachers' instructions and explanations are clear. They share the purpose of lessons in helpful ways. This supports children to understand how their tasks and activities link to wider learning. Staff encourage children to identify and talk about the transferable skills that they are developing. Children are becoming more confident in understanding how to be successful in their learning. They access helpful strategies and information with increasing independence using classroom displays and resources. Teachers use questioning effectively to recap prior learning and to check children's understanding. They should now explore and plan questions that extend children's learning and build higher-order thinking skills.
- In most lessons, teachers provide well-planned tasks and activities. Overall, these meet the needs and interests of children. At times, children enjoy choosing from a few independent tasks at different levels of difficulty. A few children are capable of making greater progress in their learning. They should participate in activities that provide greater challenge and be supported to apply their knowledge in new ways. Teachers should review the value and pace of a few literacy activities for younger children. Recently, teachers have been supporting children to take the lead in more aspects of their learning. For example, children are creating inquiry

questions and deciding how to demonstrate their knowledge and skills. Teachers should continue to build on this positive work.

- Support staff assist children well and are sensitive to their needs. They help individuals and small groups to practise key literacy and numeracy skills using a range of resources. Support staff provide wellbeing interventions for a few children that help them to make progress with their wellbeing and readiness to learn. When working in classes, staff offer useful commentary, praise and encouragement that supports children well to engage in lessons.
- Teachers have worked well together to improve the teaching of literacy and English. As a result, children are more motivated and engaged, particularly in reading and writing. They enjoy creating and learning mnemonics and these help them to tackle commonly misspelt words with confidence. Teachers worked closely with colleagues from other schools to refine their planning and assessment strategies and to share effective practice. They have developed and embedded a well-designed approach to teaching and assessing children's literacy skills. This agreed practice should now be outlined within brief guidance. This should help staff to ensure children receive quality experiences consistently as they move through the school. Moving forward, senior leaders and staff should use this effective collaborative approach to develop further the teaching of numeracy and mathematics.
- All staff use praise effectively to encourage children throughout the school day. Teachers provide regular verbal feedback during lessons that children find helpful. They include short written comments in a few curricular areas which highlight children's strengths and praise their efforts. Teachers should now develop feedback approaches that support children to understand their next steps in learning and how to improve. Staff and children are beginning to explore ways to create personalised learning targets, and this work should be developed further. Children should be supported to use their feedback to help set relevant targets that extend their learning, particularly for key aspects of literacy and numeracy.
- Teachers are exploring and developing approaches to support younger children to learn through play. Children are motivated by engaging activities and a range of play spaces. They are developing curiosity, creativity and independence. Staff should provide more visuals and prompts to help children apply their literacy and numeracy learning in new contexts. Teachers gather and use children's suggestions to help select play experiences and resources. They involve children well in identifying and evaluating skills they are practising, such as social skills or communication. Staff should continue to engage with professional learning and national practice guidance to help plan high-quality play experiences and assess children's progress. This should help ensure children experience the right level of support and challenge to build on and extend their learning over time.
- Teachers use digital technologies well to support children's learning and engagement. For example, they use interactive whiteboards and media content to help introduce new learning and stimulate ideas. Children use digital tools to support their learning with increasing independence. Older children use tablets and laptops for research and to create presentations. Younger children access games to help practise literacy and numeracy skills. At times, teachers provide audiobooks to support older children to read and understand class texts. Children are ready to use digital technologies in new and creative ways to enhance their learning. Staff should ensure they provide regular, meaningful experiences that support children to build on their digital skills as they progress through the school.

- Teachers plan children's learning well, including across different timescales. For example, they use termly planning overviews and a three-year curricular programme to support planning for multi-stage classes. Teachers make effective use of a range of local authority and school progression pathways to inform lesson planning and to select next steps for groups and cohorts. Teachers also consider how they will assess children's outcomes as they develop their plans. This helps to support children's progress. At times, staff and children can spend too long focusing on and practising a specific concept, particularly within mathematics. As planned, senior leaders should support teachers to review coverage of the curriculum to ensure this is at the right pace and provides a breadth of experiences.
- Senior leaders and staff have developed a teaching, learning and assessment calendar which focuses mainly on literacy and numeracy. This helps teachers to plan and carry out an appropriate range of summative assessments across the session. They make considered use of national Benchmarks as part of this work. Children in P1, P4 and P7 also complete national standardised assessments. Senior leaders and teachers review the information gathered from assessments and evaluations of taught learning. This helps to support accurate professional judgement of children's achievement of Curriculum for Excellence (CfE) levels. Moving forward, senior leaders should support teachers to explore ways to assess how well children apply their knowledge and skills within new and meaningful contexts.
- All teachers are involved in regular moderation activities in school and with colleagues from the learning community. Teachers find this collaborative approach useful, and it has helped to develop a shared understanding of national standards. For example, staff have shared and moderated their planning, teaching and assessment of children's writing. Senior leaders and teachers should continue to use this effective approach in other curricular areas.
- The headteacher and teachers track children's progress in literacy and numeracy termly using a local authority digital system. They also monitor children's wellbeing. Each term, the headteacher and staff discuss any children who require further support and plan interventions together. This supports senior leaders and teachers to understand each child's individual progress. Staff now need to develop a more robust understanding of school-wide and cohort patterns of progress and attainment. The headteacher should develop further and formalise aspects of the school's tracking and monitoring approaches. This should support staff to build on each tracking discussion and help to monitor attainment and progress with more rigor over time.

2.2 Curriculum: Learning pathways

- Teachers make effective use of the Strathaven Learning Community skills framework and related training to inform their planning and teaching approaches. They provide children with regular opportunities to practise a range of skills across different curriculum areas. Teachers create displays that help children understand the knowledge and skills that might be helpful in the world of work. The school's shared approach is supporting children well to develop skills for life and learning.
- Children enjoy and benefit from opportunities to learn outdoors. Recently, teachers and partners organised an excursion for younger children to visit a local farm to explore sustainability. Older children build further their confidence, resilience and teamworking skills during an annual residential experience with peers from other small local schools. In all classes, children participate, at times, in activities and lessons outdoors. As planned, senior leaders and staff should develop further their approaches to high-quality outdoor learning and sustainability.
- Children have regular French lessons. Most children recognise and use simple words or phrases in context. Older children have created and displayed labels in French around the school to promote language use, such as in the library. A few children also have opportunities to explore Spanish. All children learn about Scots language. This has a high profile across school life and children enjoyed a recent lunchtime Scottish poetry club. A few children have represented the school at recital competitions. They have been highly successful, achieving local and national recognition.
- Children learn about Christianity and other world religions through a planned and progressive religious and moral education programme. Staff work very well with the local chaplain. He supports children to explore beliefs and celebrations in creative ways.
- All children receive their entitlement to two hours of high-quality physical education (PE) each week. Staff and partners provide further physical activities regularly, such as clubs and competitive events. Most children have attended at least one sports after-school club this session. Older children also develop their swimming skills as part of the local authority PE programme.
- Senior leaders and staff create strong links with the local community that help children to develop as effective contributors and understand citizenship. Children participate in a range of local activities that support skills development, such as art competitions and helping promote the school's community library. They also benefit from supporting and helping with events such as local gala days and festivals.

2.7 Partnerships: Impact on learners – parental engagement

- Staff build strong, positive relationships with families. They encourage and welcome parents to be involved in school life. Parents feel that their children enjoy school and are well cared for by staff. The headteacher and staff offer regular ways for families to share their views, such as discussions, questionnaires and feedback slips. Parents appreciate the headteacher's open approach. They feel their views are valued and that their suggestions are taken on board.
- Parents engage with their child's learning at school regularly. They participate in events, such as performances, assemblies and curriculum workshops. The headteacher shares regular newsletters which highlight key learning and inform parents about upcoming events. Staff also involve parents as they develop new learning and teaching policies and curriculum materials. Teachers and children share learning and celebrate achievements with families using certificates and 'snapshot' jotters. Overall, parents feel they receive regular information about their child's progress.
- Staff and children greatly benefit from the work of the school's well-established Parent Council. The headteacher works very well with the Parent Council on school improvement, fundraising and to plan experiences which benefit children. For example, funds raised are used to cover transport costs for class outings. The headteacher and Parent Council have worked extensively to successfully minimise the cost of the school day for families. This ensures that no children miss out on important experiences because of any financial barriers.

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

- Staff in all roles across the school work together very well to promote and support children's wellbeing. Children benefit from positive relationships they develop with staff and other children across the school. Younger children enjoy the support and encouragement from older children during regular joint activities, such as pupil-led playground games or reading partners. Most children feel that other children treat them fairly and with respect.
- Children show an increasing understanding of wellbeing. They are aware of the different indicators of wellbeing and have discussed how these relate to their lives in assemblies and class lessons. Children are familiar with using these indicators to evaluate their own wellbeing. Senior leaders use a survey to gather children's views on different aspects of wellbeing and motivation. They use this information to guide their planning and to provide children with the appropriate universal and personalised support.
- Children talk about ways to keep safe at home, online and in the community. Older children understand how to ride a bike safely and demonstrate increasing knowledge of digital safety. The Junior Road Safety committee promotes ways to help children stay safe when playing or walking outdoors. Almost all children feel safe at school and that they have a trusted adult that they can talk to if they feel worried.
- Almost all children are very well-behaved in class and in the playground. They know where to access wellbeing strategies and resources to help if needed. A few children spend time with staff in smaller, quiet areas when they feel upset or want further support. They find this approach helpful. Staff use thoughtful, inclusive and restorative approaches that are helping to reduce instances of dysregulated behaviour. They demonstrate a strong understanding of nurturing principles and trauma-informed practice. Children know and use a range of skills and strategies which support their emotional wellbeing and resilience.
- Children are developing their understanding of children's rights. They talk about the UN Convention on the Rights of the Child and are aware of an increasing number of the rights. A few older children explain with confidence why it is important for children to have rights. The school community is working together to further develop and embed rights-based approaches. As part of this work, staff should support children to strengthen their understanding of rights in relation to their lives and those of other children around the world.
- Children understand the importance of being active and feel their school helps them to make healthy choices. They have explored healthy eating through class lessons and enjoyed tasting different types of foods from around the world recently. Children experience daily

opportunities to be active, play and spend time outdoors. Children talk proudly about taking part in local competitive sporting and dance events. Support staff offer a few children regular opportunities to walk and play games outdoors. This helps to support their engagement and motivation. Staff should continue to support children to understand and form healthy habits.

- Senior leaders and staff raise children's awareness of anti-bullying at assemblies and through class lessons. A few children and parents feel that current approaches to address unkind and bullying behaviours could be further improved. Senior leaders should support the school community to revisit and refresh the school's anti-bullying policy. This should help everyone to understand fully what bullying behaviours are, how to report them and how they will be dealt with.
- Senior leaders and all staff meet their statutory duties in relation to wellbeing, equality and inclusion. They understand their responsibilities in relation to safeguarding and meeting the additional support needs of learners. The school's approaches are embedded in legislation and national guidance, such as Getting it Right for Every Child. Staff should continue to maintain up-to-date knowledge and reflect on their practice through relevant professional learning.
- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. Minor areas for improvement have been agreed with the school and the school meals provider.
- Senior leaders and staff know children and their families very well and recognise individual challenges and potential barriers to learning. Children with additional support needs who require personalised support have plans in place with relevant targets. These plans are developed collaboratively between staff, children and families. Teachers monitor and evaluate the impact of planned interventions and supports. They provide evaluative information that outlines the progress children have made and use this to plan next steps. Children are achieving positive outcomes, supported by the strong partnership working between school staff, specialist colleagues and partner agencies. Currently, senior leaders are refining record-keeping for literacy support planning to align with new local authority processes. They should use this work to help inform approaches for numeracy and wellbeing.
- Supporting children to feel included and safe is a strength of the school's work. Children and families feel that approaches are extremely supportive, especially for children who require additional support. Senior leaders and staff identified inclusion and meeting wellbeing as key priorities for school improvement work. Children now benefit from a range of wellbeing supports, such as visual prompts, emotional check-ins and cosy calm spaces. A few children are supported effectively through nurturing interventions. The headteacher and staff's care and support are particularly well-considered during periods of change and transition for children. This includes new P1 children and those who join at later stages. Children act as buddies which helps new children to build friendships across the school. Children in P7 greatly benefit from transition events and lessons that help them to get to know peers from other schools and secondary staff. For example, a block of after-school activities hosted by partners at the secondary school is helping children to feel more confident. Across the school, parents complete short questionnaires after each summer break to share highlights and updates about

their child's experiences. Staff use this information thoughtfully to inform their planning. The school's well-designed approaches help children to feel safe, confident, and ready to learn. Almost all children feel well-prepared for transitions throughout their time at school.

- Staff promote an inclusive culture across the school community and children are building a strong understanding of diversity and equality. Children demonstrate empathy, acceptance and sensitivity in their daily interactions and in discussions during health and wellbeing lessons. A few staff have undertaken racial literacy training and participate in related projects with other primary and secondary colleagues. As a result, children are receiving a culturally diverse curriculum. They celebrate diversity and deepen their understanding of different needs and beliefs. Partners support and enhance lessons, assemblies and events. Children select a rich variety of culturally diverse books from the school library and enjoy class stories. They feel these texts help them better understand themselves and others. As planned, staff should continue to extend children's knowledge of protected characteristics. As part of this work, they should support children to feel more confident understanding and challenging 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

- At the time of the inspection, the school roll comprised of a small number of children in particular cohorts. 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

- Attainment in literacy and English and in numeracy and mathematics is good. Overall, most children achieve nationally expected levels in literacy and numeracy.
- Children who receive additional support for their learning make good progress towards their individual targets in literacy and numeracy.

Listening and talking

- Across the school, children listen well to adults and peers. They are eager to contribute to small group and class discussions. Younger children create and tell stories using puppets during play. Older children present talks confidently using appropriate volume, pace and tone. They listen to and build upon the opinions of others well and express their own views articulately. Across the school, children should practise applying their listening and talking skills in a range of meaningful contexts.

Reading

- Children show enthusiasm for reading. They choose books from the school library weekly to read for enjoyment. Most younger children use their knowledge of sounds, letters and patterns well to read simple words. They use text clues and illustrations to make predictions and ask and answer questions about their text. Younger children should continue to practise sharing their thoughts and feelings about texts in different ways. Older children answer literal and inferential questions, demonstrating their understanding of what they have read. They identify descriptive language in a text and use this to help visualise scenes. Older children should practise creating their own sets of different questions to help extend their skills in comprehension.

Writing

- Children write for a variety of purposes and across a range of genres. They are developing confidence and new ideas for writing. They are motivated and enjoy writing during teacher-led lessons and independently. Younger children create and write about their own imaginary characters. They use capital letters and full stops appropriately in most of their

sentences. Older children write a successful summary using key questions and a given structure. They are becoming more confident identifying effective examples of writing and explaining why these work well. Older children produce their own quality texts, such as poems and limericks. They understand the ways authors use similes, metaphors and alliteration in texts. They should continue to practise including figurative language in their own writing. Across the school, children should develop important reviewing and editing skills, such as responding to feedback, to improve their writing further.

Attainment in numeracy and mathematics

- Overall, most children make good progress in numeracy and mathematics. Across the school, children require further support to build and extend their subject-specific mathematical vocabulary.

Number, money and measure

- Younger children count forwards and backwards with growing confidence and demonstrate one-to-one correspondence. They identify the missing number in a simple sequence accurately. As children progress, they become more confident using an increasing range of strategies when adding, subtracting, multiplying and dividing. They outline their thinking processes. Children should practise applying their knowledge and skills in a wider range of contexts and in meaningful ways. Most older children are increasingly confident with mental agility. They apply their knowledge of money well to simple problems and are aware of different ways to pay when shopping, including using digital tools. Older children require more practice with fractions, decimals and percentages. This should include applying their knowledge to multi-step problems and in more challenging contexts.

Shape, position and movement

- Children name and discuss features of two-dimensional shapes and three-dimensional objects appropriate to their stage of learning. Younger children use vocabulary of position and movement in their play and activities. Older children demonstrate knowledge and skills using compass points and grid references. They are not yet confident with identifying and classifying angles and should benefit from further practice.

Information handling

- Children gather and organise data and display this in pictograms, graphs and diagrams appropriately. Across the school, children answer questions about information displayed in different forms. They are ready to create and ask their own questions about data more regularly. Older children demonstrate a growing knowledge about probability and chance. They should explore using digital technologies and software to organise and present information they have gathered, such as creating pie charts.

Attainment over time

- Overall, children attain well and evidence shows that overall attainment figures have remained steady over time. Children build on their attainment and progress appropriately as they move through the school. Senior leaders analyse attainment data for literacy and numeracy. They identified literacy as an area of improvement and put approaches in place which have helped to accelerate children's progress. Senior leaders recognise that attainment in numeracy and mathematics should now improve further. The headteacher and staff have a deep understanding of individual children's attainment. They should now

consider attainment data in a greater range of ways. This includes monitoring trends and considering outcomes for groups such as gender, equity or care-experienced children.

- In June 2025, the school's overall attendance average was 94.8%, which is in line with the national average. The average figure has remained steady over time. Further improving attendance is one of the school and learning community's current improvement priorities. The headteacher implements thorough procedures for monitoring attendance using local authority guidance. She communicates the importance of school attendance with parents regularly. The headteacher considers patterns of absence and works closely with children and families to discuss and address any issues. Personalised packages of support are designed for children with low attendance. For example, a few children receive enhanced support from a range of agencies. Occasionally, senior leaders use part-time timetables to support individuals. This is well-managed and in line with local and national guidance. Overall, these supports help to improve children's attendance. There have been no exclusions.

Overall quality of learners' achievements

- Children participate in a wide range of activities and events that help them achieve and experience success. All children demonstrate their skills and talents through involvement in pupil committees. For example, pupil council representatives display effective communication skills at meetings and when presenting to the school. Junior Road Safety Officers showed creativity and organisation during their recent poster campaign. Almost all children enter a variety of individual and team competitions and often achieve success. This has a positive impact on their confidence and motivation. All children share the achievements they gain both in and out of school regularly. Staff celebrate and value these through assemblies, in classrooms and using the 'Great Achievers' board. Children are rightly proud of their achievements and successes.
- Children talk about the skills they develop through their experiences and achievements with confidence. Staff track children's participation in sports, school clubs and committee roles. They use this information appropriately to plan for any child who may be at risk of missing out.

Equity for all learners

- Senior leaders and staff have a clear understanding of the socio-economic context of the school and of the challenges faced by the rural community. The headteacher and Parent Council consulted families on the cost of the school day and identified key areas for action. For example, all children can now choose from a daily range of free healthy snacks. Parents know how to access available support, including help with school uniform, outdoor clothing and shoes. Staff use funding to subsidise school outings or transport and there is no cost for fun events. This supports all children to participate. The headteacher also signposts families to relevant groups who offer financial support and further advice. Overall, families feel included and well-supported.
- The headteacher uses PEF to provide additional teaching time for interventions to support literacy, numeracy and wellbeing. She also allocates funding to support children to participate in a wide range of activities and to provide helpful resources. These are having a universal positive impact on children's learning experiences and wellbeing. Senior leaders and staff do not yet monitor and analyse how well PEF interventions narrow attainment gaps

for targetted groups. The headteacher should now plan for and evaluate equity work with more rigour. Staff should identify and select the interventions that have the greatest impact on outcomes for children affected by disadvantage.

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.