Education Scotland
Foghlam Alba

Summarised inspection findings

Carleton Primary School

Fife Council

2 December 2025

Key contextual information

Carleton Primary School is a non-denominational school situated in the Woodside area of Glenrothes. The large building was opened in 1953 and benefits from extensive grassed and tarmac playgrounds.

The leadership team consists of a headteacher, a depute headteacher and an acting principal teacher.

At the time of inspection, the school roll was 337 children organised across 12 classes. The headteacher reports that a minority of children across the school require additional support with their learning. A few children have English as an additional language. In September 2025, 33% of children at P6 and P7 were registered for free school meals. Most children live in Scottish Index of Multiple Deprivation deciles 1 to 5.

1.3 Leadership of change	**weak**
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	

- Staff recognised the importance of reviewing the school's vision, values and aims in 2023. They consulted with children, parents and community partners to create a shared vision of 'we are unique, we are strong, we are loved, and we belong' and the 'CARL' values of caring, achieving, respectful learners. These values are increasingly becoming embedded within the work of the school. All staff and the majority of children demonstrate the school values effectively in their interactions. Senior leaders now need to work with staff and children to ensure the vision and values are understood and demonstrated by all. This should include ensuring that staff have agreed and consistent expectations for children in relation to learning and behaviour. Senior leaders should develop further the school's aims to ensure that they fully embody the aspirations of the whole school community.

- All staff work very well together as a team. They know children and families well. Almost all staff feel they have a clear understanding of the socio-economic context of the school community and the challenges facing children and their families. The headteacher has used Pupil Equity Funding (PEF) to supplement staffing, purchase resources and to support the development of a sensory room. She should now ensure that PEF is targeted more effectively to meet the specific needs of children who are most affected by poverty. The headteacher should consult more widely with staff, parents and children to ensure that they are involved fully in decision-making about how to use this additional funding. Staff need to make better use of data to identify clearly the specific poverty-related attainment gaps that need to be addressed. This should help ensure that resources are directed appropriately. Senior leaders need to track more effectively the impact of funded interventions. This should help them to demonstrate better the extent to which PEF is closing attainment gaps and accelerate the progress of learning for identified children.

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- Senior leaders have developed processes to support quality assurance through regular self-evaluation activities. They gather information from sampling children's work, lesson observations, and questionnaires. Senior leaders meet with teachers twice a year to review children's progress in learning. They work collaboratively with teachers to use How good is our school? 4th edition (HGIOS4) to evaluate the work of the school. This approach to quality assurance and self-evaluation is not yet impacting positively on the work of the school.

- Senior leaders, with continued support from the local authority, need to develop a more robust understanding of the quality indicators within HGIOS4. They need to take prompt action to ensure information gathered is used more effectively to identify better key areas for improvement. They should ensure improvement priorities focus on areas that have the greatest impact on outcomes for children.

- Senior leaders should prioritise improving learning, teaching and engagement across the school. There is a need to ensure a shared understanding of what high-quality learning and teaching looks like. Senior leaders should prioritise further the development of a shared and consistent approach to addressing inappropriate behaviour. This should support all children to engage better in learning and increase children's progress and attainment.

- Teachers and support staff are enthusiastic to support leadership of learning and improve outcomes for all children. They volunteer their time to run lunch-time and after-school clubs. A few teachers lead and take forward aspects of school improvement. For example, they lead teaching learning community sessions and the local authority improving learning initiative. The headteacher should now develop further staff leadership opportunities to support improvement and maintenance priorities. This should help to ensure that development work has a positive and sustained impact on the overall quality of all children's learning experiences. The headteacher should develop a clear plan to ensure new initiatives and staff professional learning are used consistently and effectively across the school. This plan, aimed at maintaining and improving further children's learning experiences, attainment and achievement, should sit within school improvement priorities.

- Senior leaders and staff have rightly identified the need to review the curriculum experienced by children. Senior leaders need to work with local authority colleagues to ensure that the curriculum experienced by children follows more effectively the principles of curriculum design. In particular, they should ensure that all planned learning is coherent and supports children better to build skills and knowledge progressively. It is important that prompt and urgent action is taken to address this work.

- There are important weaknesses in the strategic leadership of planning for and supporting children with additional support needs. Senior leaders, with continued support from the local authority, need to ensure that they have an accurate overview of children across the school who require additional support. It is important to ensure that all records are accurate and complete. They need to ensure that parents and children are more fully involved in agreeing the strategies, interventions and support which will be employed to meet children's individual needs. Staff complete summaries of support for children which highlight children's strengths and areas to develop, including strategies that may support learning. However, these plans are not yet effective in supporting children's needs. Senior leaders and staff now need to take prompt action to ensure that these plans include specific targets to support children's learning and development. They need to ensure that individual targets are appropriate, include clear measures of success and have planned dates for review. This should enable them to evidence clearly children's progress in relation to their targets and ensure interventions lead to improved outcomes for children.

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2.3 Learning, teaching, and assessment	satisfactory

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

- There is a welcoming and nurturing ethos which is underpinned by the school's recently refreshed values. Staff have taken steps to develop positive relationships with children and their families. Children have increased opportunities to engage with the revised values using the school mascot, 'CARL (Caring, Achieving, Respectful Learner)'. This is beginning to impact positively on the majority of children's engagement within the classroom and across the wider life of the school. All staff should build on this to continue to improve children's engagement in their learning.

- Staff have taken positive steps to create inclusive learning environments. They use values prompts and examples of children's work well to support learning. Children have access to helpful sensory supports and visual timetables. In almost all classes, a minority of children demonstrate low level disruptive behaviour. This impacts negatively on learning and engagement of other children in the class. Staff should revisit their work on children's rights. In doing so, they should agree with children how they should interact, engage in learning, and work together. This should support all children to understand and follow the agreed expectations of behaviour.

- A few children in P5 to P7 undertake worthwhile leadership roles across the school. These include school captains, value leaders and pupil leaders. These leadership activities help to ensure that children's voice is considered in decision making and next steps in learning. Children have recently begun to nominate others for awards when demonstrating school values. Staff should now consider how to extend activities for pupil leadership across all stages of the school. This should support all children to develop further skills for learning, life and work.

- In most classes, teachers provide clear instructions and directions. Where open-ended questioning is used well, children's learning is enriched. Teachers should now work collaboratively to develop a shared understanding of effective questioning that develops thinking skills and extends learning further.

- In most lessons, teachers share the purpose of learning with children. In a few lessons, teachers discuss with children how they can be successful in tasks. In the majority of classes, there is a need to ensure that all children experience consistently high-quality learning and teaching. Senior leaders and teachers should develop collaboratively a clear and robust learning and teaching framework to support this. In doing so, they should ensure a consistent and shared understanding of the features of high-quality learning.

- In a minority of lessons, children experience learning that is well-matched to their learning needs. In most lessons, the pace of learning needs to increase. The headteacher should ensure that across the school children's learning time is maximised. She should work with staff

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to ensure that children's routines and transitions between activities cause minimal disruption to learning. This should support children to remain engaged in tasks and activities. As a priority, senior leaders and teachers should review weekly timetables to ensure breadth, depth and children's entitlement to experience a broad general education.

- In most classes, a range of formative assessment strategies are used well to provide children with feedback about their learning. In a few classes, children are able to talk confidently about their next steps in learning. The quality of teachers' feedback is not yet of a consistently high standard. Across the school, teachers should ensure that children are involved actively in leading their own learning, setting targets and knowing what they need to do to improve. This approach should actively involve children in regular, meaningful discussions about their successes and next steps.

- Skilled support staff work effectively with children across the school to engage in learning and promote positive behaviour. They use their own initiative effectively to support children and work well with class teachers to meet children's individual needs. Senior leaders now need to have a more strategic overview of interventions and supports. This should support them to target more effectively interventions and supports to ensure improved outcomes for all children.

- In most classes, teachers are beginning to use digital technology well to support children's learning. For example, children use laptops to record their learning and to practise skills through online games. In a few classes, digital technology is used effectively to support children with tools to access and extend learning. Teachers should now use the available local authority progression pathways in digital skills to ensure children build on what they already know and develop their skills progressively.

- Across second level, most children experience motivating contexts for learning, for example, 'Myths and Legends'. Staff use these contexts for learning effectively to engage children in meaningful, planned learning activities across different areas of the curriculum. This promotes well children's independence, curiosity and creativity skills. Within early and first levels, a majority of children require significantly more stimulating contexts for learning. Teachers at early and first levels should ensure their planning reflects better children's motivations and interests. This should support children's engagement and ensure appropriate pace of learning for all.

- Staff working at the early stages are beginning to develop their understanding of play pedagogy. They should now engage further with professional learning using national practice guidance. They should improve their approaches to consider the teachers' role in observing, facilitating and extending play. This should help to ensure all learning experiences are developmentally appropriate, engaging, and allow children to develop more effectively their learning through play.

- Teachers use a range of assessment information to help support children's progress in literacy and numeracy. These include standardised and class-based assessments. Senior leaders should now support teachers to use assessment evidence more effectively. Teachers need to use assessment information better to ensure planning meets the needs of all children, including those who require additional challenge.

- Teachers are beginning to develop confidence in using data to plan interventions for children who require additional support. Senior leaders now need to track and monitor more robustly the impact these interventions have for identified cohorts to ensure that all children make the best progress in learning.

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- Throughout the year, teachers engage in a few opportunities within the school and across the learning cluster to moderate children's learning. Most recently, moderation activity has focussed on teacher planned assessments. Senior leaders should ensure teachers have further and increased opportunities to moderate learning across all curricular areas. They should focus on developing effective approaches to moderating children's attainment in listening and talking. This should support further teachers' confidence in their professional judgements of what achievement of a level looks like.

- Senior leaders and teachers track children's attainment in literacy and numeracy. They meet twice a year formally to discuss children's progress and to consider actions to support children who are not on track. Senior leaders should now plan more frequent focussed meetings to ensure that agreed actions have been undertaken. This will help them evaluate more effectively the impact of actions on children's progress, achievement and attainment.

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2.2 Curriculum: Learning pathways

- Teachers are in the process of reviewing and refreshing the school's curriculum rationale. They now need to increase the pace of this work. Senior leaders and teachers need to ensure that the curriculum experienced by children is motivating, coherent and progressive. Teachers need to plan a curriculum that provides all children with breadth and depth in their learning.

- Teachers use progression pathways well to plan learning for reading, writing, numeracy and mathematics. They should now use listening and talking pathways more effectively to support children to listen well and engage in learning. This should ensure that children build progressively on their listening skills.

- Teachers plan other curricular areas across the four contexts of learning. This model of planning is beginning to incorporate opportunities to use learners' voice and to make links through learning across a range of curriculum areas. Teachers need to develop further this new planning model to ensure children experience a coherent curriculum which allows for appropriate breadth, depth and progression.

- All children experience two hours of physical education (PE) each week. On occasion, children experience PE outdoors. Teachers should engage in further professional learning to ensure that PE lessons are of a consistently high quality. They should consider how to use local authority progression pathways to ensure pace, challenge and progression.

- Teachers are at the early stages of developing outdoor learning. Children enjoy using the extensive outdoor learning environment. Teachers have engaged in professional learning to support their planning and delivery of outdoor learning. They should now ensure that children experience outdoor learning that allows them to develop their skills progressively across all stages.

- All children learn French progressively as they move through the school. They experience different languages within other curricular areas across the school year. For example, they take part in European day of languages. Recently, staff have introduced British Sign Language which children experience during their gather times. This is helping all children to communicate with each other and foster inclusive approaches. Staff now need to ensure that children in P5-P7 experience an additional language in a planned and progressive way. This should ensure that children receive their full entitlement to the 1+2 languages programme. They should use the available local authority learning pathways to support them.

- Teachers and pupils have recently introduced a focus on meta-skills. Most children are starting to consider these within their learning and identify a few skills they are developing, Staff should now consider further, how children can be supported to demonstrate and develop these skills in purposeful, planned learning activities. This should support children to use meta-skills more effectively in their learning.

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2.7 Partnerships: Impact on learners – parental engagement

- Senior leaders share information regularly with parents through newsletters and digital communications. The headteacher provides opportunities for parents to raise concerns on a regular basis. Most parents feel comfortable approaching school.

- Teachers and children post updates about learning and progress on online platforms. Most parents feel they receive helpful, regular feedback about their child's learning. The majority feel the school gives them advice on how to support their child's learning at home. A minority of parents feel the school organises activities where they can learn together with their child. Senior leaders should now create more opportunities for parents and children to learn together in school and at home.

- The majority of parents report they are informed about the work of the Parent Voice Group (PVG) and feel encouraged to be involved in this work. The PVG organise regular social events for children. In doing so, they are mindful of the school's ambition to be inclusive. For example, when organising the school disco, they offer an additional sensory disco for children who may become overwhelmed. This ensures that all children are included and able to participate.

- The PVG raise funds regularly to support school priorities. For example, they provide sporting resources and funding to enhance the curriculum. The PVG encourage children to write to them to request funding for specific projects. For example, they provide financial support to ensure all P7 children experience a range of end of session activities. These fundraising activities support staff well to provide learning activities and experiences linked to children's interests.

- A minority of parents disagree or don't know if the school takes their views into account when making changes. Senior leaders should now consult more effectively with parents on important aspects of the school's work. For example, parents should have greater involvement in identifying school improvement priorities and contributing their views on how PEF should be spent.

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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 that need to be addressed as a matter for urgency.

- Following the inspection the education authority, working with the school, have taken forward areas for improvement in safeguarding which required urgent action. HM Inspectors have reviewed information relating to these areas for improvement. HM Inspectors are satisfied with the response taken by the education authority and do not require any further information.

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3.1 Ensuring wellbeing, equality, and inclusion	weak

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

- Senior leaders need to take prompt and urgent action to clarify their strategy for wellbeing. They need to develop clear, measurable aims to improve outcomes for children.

- Children and staff enjoy positive and caring relationships based on the school values for most of the time. They have collaborated well on making the school values accessible and meaningful. The majority of children relate well to these values, which are developing their sense of belonging to the school community.

- Most children are respectful and polite to adults. They feel staff treat them fairly and with respect. Just over half of children feel they are treated fairly and with respect by other children. Most children feel that the school helps them to feel safe and be safe at school. Children access a range of strategies to help them to feel safe and reduce anxiety. For example, a few children have their lunch in a quiet area of the school. Most children feel they have someone in school to whom they can speak if they are upset or worried about something.

- Across the school, a minority of children display dysregulated behaviour that, at times, disrupts learning. Staff have worked together to make classrooms more relaxing and nurturing spaces to learn. Support staff have in place revised remits to provide immediate assistance in these situations. They put into effect professional learning skilfully to support them very well in this role. However, senior leaders need to continue to develop robust approaches to responding to, supporting and recording incidents of dysregulated behaviour. They should ensure that child's planning and actions are in place to support children to regulate their behaviour effectively. Senior leaders need to evaluate how well these plans support children in class through observations and discussion with staff, making further adjustments as appropriate. Staff should continue to be supported with professional learning and resources to support children's learning, behaviour and development.

- Most children feel there are opportunities at school to get regular exercise. Children take part in PE. They assisted teachers in organising a sports' day which included opportunities for wider achievement– 'Carlympics.' This ensured that all children experienced wider achievement activities. Children are beginning to discuss how they develop resultant skills from such activities. Older children are beginning to connect successfully skills and career choices.

- Staff support children well to understand their own mental wellbeing. They work with partners, to support them with strengthening children's mental health. Children have a limited understanding of wellbeing. Senior leaders should now develop a consistent approach to children's use of wellbeing indicators across the school. This should help all staff to support children more effectively to recognise how wellbeing can change, and importantly how best to access help.

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- Senior leaders need to develop at pace how they take forward their understanding of statutory duties and guidance relating to wellbeing, equality and inclusion. This should improve outcomes for children. Senior leaders are not thorough and consistent enough in identifying barriers, recording all required details in support plans, including reviewing progress. Senior leaders should use the staged intervention process more effectively. They need to ensure targets set in support plans are consistently appropriate, specific, and measurable. They should seek and record consistently children's and parents' views and use these to inform support plans. Senior leaders should develop a detailed overview of all children's learning, development needs and support across the school. This should support senior leaders to make informed decisions about where best to target resources and meet better the needs of all children.

- Senior leaders need to ensure that children who have care experience are routinely considered for a coordinated support plan. They should ask children for consent to share their care experienced status. The school has partner links to champion young carers. Almost all children who have care responsibilities have young carers' statements. Senior leaders should ensure that these statements give clear details of the support these children require.

- The majority of children feel that bullying incidents are dealt with well, along with the resulting support they receive. As a high priority, senior leaders should record incidents of bullying and analyse these for patterns on which to be proactive. Senior leaders should ensure thorough approaches to anti-bullying and promoting positive relationships. Children should be actively involved in this work.

- Senior leaders prioritise the allocation of additional support time to support behaviour and children's readiness to learn. They should now ensure that support for learning, progress and attainment is also prioritised and measured. This should help ensure all children receive the right level of support and challenge across the curriculum so they can achieve greater success.

- The increased use of dedicated areas around the school, such as the Acorn Room, personalises well learning and support for children requiring targeted support. As a next step staff should ensure that when children are in classes with their peers that support continues and activities continue to be personalised.

- 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.

- Staff engage well with a range of partners to meet children's needs. For example, they collaborate effectively with local authority services for autism spectrum disorders, social work, educational psychology, the associated early learning and childcare centre and secondary school. Partners provide helpful professional learning for staff and supportive interventions for children and their families. Senior leaders should ensure that information regarding children who transition into P1 is more effectively and promptly used to provide support and continuity in children's learning.

- Children develop their knowledge and understanding of their rights, equality, diversity and some multi-faith issues in a few areas of the curriculum. Not all children have opportunities for religious observance. Senior leaders' next step is to develop a strategic overview of how children learn about their rights, equalities, diversity and protected characteristics across the

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curriculum. Children's knowledge in these areas is basic and has gaps. Senior leaders should ensure children's learning in these areas is progressive and coherent. Additionally, children should be supported further to recognise and challenge discrimination and intolerance.

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3.2 Raising attainment and achievement	satisfactory

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, children's attainment in literacy and English and numeracy and mathematics is satisfactory. The majority of children across the school achieve expected Curriculum for Excellence (CfE) levels in listening and talking, and numeracy. Most children at early and first levels and the majority of children at second level achieve expected CfE levels in reading. Most children at early level and the majority of children at first and second levels achieve expected CfE levels in writing. At early and first levels children's attainment in listening and talking is not accurate and is lower than reported.

- The majority of children who require additional support with their learning make good progress against their individual targets.

Attainment in literacy and English

- Overall, the majority of children make satisfactory progress in literacy and English.

Listening and talking

- The majority of children who have achieved early level retell familiar stories giving detail where appropriate. They would benefit from further opportunities to develop their skills in predicting what happens next. At first level, the majority of children take turns appropriately, showing respect for other people's opinions and ideas. A few children find it difficult to focus on the subject of conversations. They would benefit from developing active listening skills. A few children would benefit from further practise at taking turns when talking. At second level, the majority of children discuss topics in groups and share ideas and opinions. They are beginning to articulate and express their views more confidently. Across the school, children would benefit from support to listen respectfully and intently as part of an audience.

Reading

- Most children who have achieved early level name a favourite book and explain why they like it. They use their knowledge of sounds, letters and patterns to read accurately words and simple sentences. They would benefit from a basic introduction to the appropriate features of fiction and non-fiction texts. At first level, most children are beginning to answer questions about texts to show understanding of the main ideas. They answer literal and evaluative questions however are less confident answering inferential questions. At second level, the majority of children read aloud fluently. They talk confidently about their favourite authors and give explanations about the types of books they enjoy. They are not yet confident in identifying and discussing the features of non-fiction texts.

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Writing

- Most children who have achieved early level write simple sentences using capital letters and full stops. They make attempts to spell familiar words accurately. A few children need more practise in letter formation. At first level, the majority of children write texts for a range of genres. They include simple punctuation and interesting vocabulary, relevant to the genre. Children need to develop further their skills in reviewing and editing their own work. At second level, the majority of children write extended pieces of writing using paragraphs appropriately to organise thoughts and ideas. Children need to continue to develop their ability to convey information, describe events, share opinions and persuade others as appropriate to the purpose of their writing.

Numeracy and mathematics

- Overall, the majority of children make satisfactory progress in numeracy and mathematics.

Number, money and measure

- The majority of children who have achieved early level identify and recognise numbers from 0-20 and count forwards and backwards accurately. They recognise a range of coins and read analogue and digital times at o'clock successfully. Children are less confident adding and subtracting within 10. At first level, the majority of children count forwards and backwards in 2s, 5s and 10s confidently. They add and subtract multiples of 10 or 100 from whole numbers up to 1000. The majority of children are developing their confidence in adding and subtracting two and three-digit numbers. Children at first level lack understanding of division and multiplication calculations. At second level, the majority of children are becoming increasingly confident at using a wide range of mental strategies to solve calculations. They understand place value up to one million and calculate simple percentages of a quantity accurately using both decimals and fractions. They record time successfully in both 12-hour and 24-hour notation. Children are not yet confident in working with time durations.

Shape, position and movement

- The majority of children who have achieved early level, name familiar two-dimensional (2D) shapes accurately. They are less confident naming three-dimensional (3D) objects. At first level, the majority of children name and identify a range of simple 2D shapes and a few 3D objects. They are not yet confident using mathematical language to describe the properties of these shapes and objects. The majority of children at second level recognise and describe the properties of 2D and 3D shapes using terms such as vertices, faces and edges. They would benefit from opportunities to develop their understanding of a wider range of angles.

Information handling

- The majority of children who have achieved early level answer simple questions accurately about bar charts. At first level, the majority of children extract successfully key information from charts and graphs. At second level, the majority of children use a range of strategies to collect data well. They are confident in presenting this data in bar and line graphs. At first and second levels, children would benefit from further opportunities to develop their skills in using digital technology to collate information and create simple graphs.

Attainment over time

- Over time, children's attendance is in line with the national average, however 22% of children, across all stages, have an absence of 10% or more. Senior leaders follow local authority processes to monitor effectively attendance. They are proactive in understanding and addressing the reasons behind children's individual absences. These reasons are wide and varied, for example, family holidays during term time, medical and personal reasons. Senior leaders work with families and partners well to improve attendance rates for targeted children. As a result of these interventions, attendance of the majority of these children has improved. A

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few children attend school on a part-time basis. The headteacher should review these timetables more regularly to support children to return to school full-time more quickly. As a next step, senior leaders should share further information on the importance of good attendance and time keeping with families. This should support all children to attend school and make the best possible progress in their learning.

- Children who are late for school are not yet supported in improving this situation. Senior leaders should now monitor children's punctuality in arriving at school and put necessary support in place. Children's awareness of punctuality could usefully be raised through the focus on skills for work.

- Across the school, the numbers of children attaining nationally expected CfE levels in literacy and numeracy is variable over time. Staff have correctly identified the need to continue to raise attainment in both literacy and numeracy. Senior leaders have recently implemented a local authority system to track and monitor children's attainment. They should continue to develop this system to monitor closely the progress of individual children, specific groups and cohorts. This new system has the potential to support them to identify more effectively gaps in children's learning and patterns and trends in attainment overtime.

Overall quality of learners' achievements

- Staff recognise, share and celebrate children's achievements. Children enjoy receiving recognition through classroom discussions, 'Carl's Catch up' assemblies, newsletters and wall displays. This is helping them to have a sense of pride in their achievements and successes.

- Older children benefit from leadership roles such as head and depute head boy and girl, house captains, lunch club leaders and learning leaders. Children are improving their teamworking, organisational skills and confidence through these roles. In addition, older children talk positively about the range of clubs available across the school, including football, basketball, chess and netball. Staff should extend the offer of leadership opportunities to ensure that all children across the school have additional experiences beyond the classroom. This should support children to demonstrate better their skills in a variety of contexts.

- Teachers are at the early stages of tracking children's participation in wider achievement activities. Senior leaders rightly plan to develop this further to ensure that children who need support to attend clubs and activities are targeted and included. They need to track the skills that children develop as a result. This should support children to understand how their achievements support the development of skills for learning, life and work.

- Children contribute successfully to the wider community through charity and community initiatives. This includes work with a local church, charity and care home. These initiatives support children well to develop their understanding of how they can contribute positively to the local community and improve their communication skills.

Equity for all learners

- Staff provide support in a range of ways to address the cost of the school day, including a breakfast club and access to a stock of pre-loved uniform items. The headteacher should continue to work with parents, staff and children to understand and address further the challenges that families face.

- Senior leaders use PEF to fund additional staffing and resources. They are unable to evidence how PEF expenditure is accelerating progress for children or raising their attainment. Senior leaders should now consider using a wider range of data to accurately identify poverty-related attainment and other gaps. This should help them identify more effectively approaches and

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interventions which will make the biggest impact on accelerating children's progress and attainment. Moving forward, it is important the headteacher ensures ongoing evaluation of the impact of PEF.

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Explanation of terms of quantity

The following standard Education Scotland 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.

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