

Summarised inspection findings

Hunter Primary School

South Lanarkshire Council

4 November 2025

Key contextual information

Hunter Primary School is a non-denominational school which serves the Calderwood area of East Kilbride. There are 204 pupils on the school roll taught over eight classes. A few children live within Scottish Index of Multiple Deprivation quintile 1. A fifth of children in P6 and P7 are registered for free school meals. The headteacher, a principal teacher and an acting principal teacher serve as the school's senior leadership team. The headteacher has been in post for three years. A local authority pre-five centre operates in the same building. This is independent to the school.

1.3 Leadership of change

very good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The headteacher provides highly effective leadership. Since taking up post, he has built a very positive collaborative school culture. This is driving forward high-quality sustained improvement and securing positive outcomes for all children. The headteacher is well-supported by two principal teachers. Working closely together as a team, they have brought consistency and stability after a period of several leadership changes. Staff, parents and partners feel the school is very well-led and managed.
- The school community has a very strong sense of identity and belonging. This is captured well in the motto "Together, we are the Heart of Hunter". Senior leaders, staff, children and families worked together to create the school motto, vision, values and aims. The 'HEART of Hunter' vision and the core values are deeply embedded within the life of the school. The headteacher and staff revisit the values with children through daily conversations, in class and at assemblies. Children have a well-developed understanding of each value and share examples of how they demonstrate these in their lives in and out of school.
- The headteacher leads the school's strategic direction and pace of change very well. He works effectively with staff to plan school improvement work. Together, they use a range of evidence to identify relevant priorities and inform their plans. The headteacher has also introduced creative ways to involve parents and children in deciding school priorities. Evaluations and data demonstrate the positive impact staff have made in key areas of focus. Last session, senior leaders and staff embedded high-quality teaching approaches in writing and mathematics across the school, and enhanced children's experiences in science and outdoors. This supported children to make further progress in their learning. The headteacher ensures staff and children understand the school's collective strengths and agreed next steps. He uses a range of communication approaches very well to keep parents updated on the school's improvement journey.
- The headteacher has worked well with staff to develop a strategy for raising attainment. They use their deep understanding of the local context and needs of the school community to inform decision-making. Parents and children are involved in collaborative budgeting activities which

help senior leaders decide how to direct Pupil Equity Funding (PEF). There is a range of evidence that shows senior leaders, and staff are improving children's progress, wellbeing and engagement in learning through the school's equity work.

- The headteacher has introduced well-designed processes for quality assurance. He gathers rigorous evidence through a range of activities, including lesson observations, jotter sampling and 'learning conversations' with children. He uses the information gathered very well to inform school self-evaluation and to plan professional learning. The headteacher enhances his own skills through shared quality assurance and evaluation work with learning community colleagues and local authority staff. As planned, the headteacher should explore ways to share overall messages from lesson observations and jotter sampling. This should strengthen a shared understanding of how well features of teaching and learning are embedded across the school.
- There is a highly effective culture of leadership at all levels across the school. The headteacher has a very strong focus on empowering teaching and support staff. All staff engage in relevant professional development, such as professional enquiry or accredited training. They share their learning and skills with one another which builds capacity across all staff. Teachers reflect on their practice together regularly through peer lesson observations and professional dialogue. Almost all staff take responsibility for leading areas of the curriculum or aspects of school life. Individual teachers take forward well-considered developments, such as science, sustainability and reading. Support staff lead gardening and outdoor learning initiatives, and after-school clubs for children, such as football. The school's collective leadership of change has a significantly positive impact on children's experiences and progress.
- The headteacher and staff support children very well to take on increasing responsibility for leading change and improvement across the school. All children share their ideas and opinions about areas of school focus through termly 'Hunter Huddles'. They feel staff listen and act on their views. Groups of children benefit from and enjoy a range of lunchtime clubs that older children plan and provide. Across the school, children are involved in pupil committees and leadership roles, such as school captains and reading ambassadors. With support from staff, children plan and discuss aspects of school life they would like to improve. This also includes national recognition they would like to achieve and organising school-wide events. Staff and pupil committee representatives provide updates on their work at assembly and create informative displays. As a result, children talk confidently about pupil-led positive changes. They highlight improvements to the library and garden, safer travel to and from school and achieving collective awards for reading and sports. As planned, staff should continue to explore ways to involve children in leading meaningful change and improvement.

2.3 Learning, teaching and assessment

good

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

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

- Across the school, senior leaders and staff have very positive, caring relationships with children which are underpinned by the school values. At the start of the session, each class worked together to create a class charter. Staff and children use these charters effectively to discuss shared expectations of behaviour and promote children's rights. This helps to ensure a positive, calm environment that supports learning well. Children are kind and respectful with adults and each other. They demonstrate consistent positive behaviour in class and across the school. If a child becomes distracted during lessons, staff skilfully support them to re-engage in learning. Children benefit from this inclusive and nurturing ethos.
- Children are motivated, enthusiastic and engage well in lessons and activities. They develop important skills through independent learning and working with others in pairs and groups. Across the school, staff create spaces for learning and play that are inviting and well-organised. Teachers use 'learning walls' effectively during lessons to make links to prior learning and highlight helpful strategies to support independence. Children select work they are proud of and display these on 'wow' boards outside their classroom. In a few classes, children help to decide the layout of their learning environment. In almost all lessons, children choose from a selection of planned activities. They enjoy these opportunities to make decisions about their learning. Teachers talk with children about their choices. This supports children to think about support and challenge in their own tasks and activities. Teachers should continue to develop ways to support children to lead their own learning.
- Children benefit from a wide range of engaging experiences outdoors and in the community. All staff make effective use of the school grounds, 'loose parts' materials, community facilities and local natural spaces. This enhances learning and supports creativity across the curriculum. Children develop and practise transferable skills, such as problem-solving and critical thinking. As planned, teachers should continue to explore ways to support children to learn through rich, interesting, real-life contexts.
- Across the school, teachers provide tasks, activities and resources that are well matched to most children's needs. A few children require greater challenge, particularly in reading and numeracy. Working closely together, senior leaders and teachers have developed and follow a detailed learning and teaching policy. This is helping to ensure agreed approaches are being taught consistently at all stages. All teachers now use the same four-part model when planning and delivering lessons. Writing is now taught using a school-wide, cohesive approach. This is helping children to revisit and build their skills over time. Staff are becoming more confident teaching mental mathematics and in providing targeted support to help children facing difficulties in their numeracy. A few teachers are particularly skilled in these areas. Senior leaders should continue to develop ways to share this strong practice.

- Support staff assist children well in class, in small groups and when working one-to-one. They help children to consolidate their learning and practise core skills in reading, writing and numeracy. Their skilful questions, commentary and encouragement also help to build children's self-esteem and confidence.
- Teachers use digital technologies well to support and consolidate children's learning. They display instructions and tasks on interactive boards which helps children to work independently. A few teachers use digital tools in creative ways. For example, they encourage children to take photographs to help self- and peer-assess learning. Children use tablets, laptops and software with confidence. They play online games as part of mathematics lessons to practise quick and accurate calculations. Children also access a wide range of digital and audio books in the school library area. Senior leaders and staff should continue to explore ways to use digital technologies to enhance children's learning.
- Teachers working at Curriculum for Excellence (CfE) early and first levels have a sound understanding of play pedagogy. They have created a variety of interesting spaces indoors and outside and provide open-ended resources and materials. During play, staff use questioning well to support and extend children's learning. This is promoting children's creativity, curiosity and independence. Children benefit from initiating and leading their own play regularly. As planned, teachers should explore how to assess children's learning and progress through play.
- All teachers provide clear instructions, helpful explanations and share the purpose of lessons. Increasingly, they support children to identify and discuss the skills that they are developing. In each lesson, teachers outline and display key measures of success. These help children to check their understanding and progress. In a few classes, teachers and children identify these measures together. Across the school, children are ready to do this more regularly. All teachers ask effective questions to recap prior learning and check children's understanding. A few promote deeper understanding and encourage children to think critically using higher-order questioning.
- Throughout lessons, teachers use a range of strategies to check children's understanding and adapt their teaching appropriately in response. Children engage in peer- and self-assessment regularly and say this helps their learning. All teachers give helpful verbal feedback and encouragement to children. They provide written feedback regularly on children's writing. This is helping children to understand their strengths. Most children are now ready to set short-term, personal targets in key areas of learning. Teachers should encourage children to use the feedback they receive when setting and reflecting on their targets.
- The headteacher worked with staff to create a detailed assessment calendar. This helps teachers to understand what assessments should be used and when. Recently, teachers have developed 'high quality assessments'. These are helping staff to understand how well children apply their skills and learning across several curricular areas. Teachers use evidence gained from assessments well to inform next steps in learning for individuals and their class. Senior leaders should now work with teachers to analyse assessment data to understand common strengths and barriers in literacy and numeracy. This should support staff to identify and target specific areas that need improvement and help raise attainment further.
- Teachers make effective use of local authority and school progression pathways, and CfE guidance to inform their planning. They prepare well-considered yearly overviews and termly plans. Teachers plan assessment appropriately alongside learning and teaching. Across the school, children have opportunities to contribute to planning how and what they would like to learn. This is well-embedded in social studies and science. Teachers should consider how to

plan more challenging learning for a few children. This could include planning higher-order questions and open-ended or problem-solving activities.

- Teachers' professional judgement of children's achievement of a CfE level is becoming more robust and accurate. Last session, teachers moderated writing together in school and with colleagues in the learning community and local authority. They discussed examples of children's work which has helped to develop a shared understanding of standards and expectations. As planned, senior leaders should ensure staff continue to have regular opportunities to moderate the learning, teaching and assessment cycle in areas such as reading and mathematics. This should help staff to deepen their understanding and strengthen further their professional judgement.
- The headteacher has established well-considered approaches to track and monitor children's progress in literacy and numeracy. Teachers now have information about the progress and attainment of all children in their class over time through a comprehensive tracking system. Senior leaders and teachers meet termly to monitor children's progress. To support robust discussions, teachers now prepare a 'fact, story, action' class overview for each meeting. In this overview, they outline particular strengths, improvements and barriers to learning. Senior leaders and teachers are using these meetings well to identify and plan interventions that further support children's progress. The headteacher and staff should continue to build on and embed these effective approaches.

2.2 Curriculum: Learning pathways

- Staff have a strong focus on supporting children's learning pathways as they move from nursery into P1 and from P7 to S1. They work very well with nurseries and other local schools. During their P7 year, children benefit from a well-considered 'transition roadmap'. This includes regular interactions with secondary staff during which children participate in high-quality curriculum projects and activities. Children grow in confidence and build on their learning well through this approach.
- Senior leaders and staff have recently considered and reviewed the school's curriculum and learning pathways to ensure they are relevant for the local context. Teachers ensure children receive a broad and well-balanced curriculum. They make effective use of progression pathways to help children build their skills and knowledge over time.
- Teachers deliver learning across several curriculum areas well using cross-cutting themes. For example, children will develop knowledge within health and wellbeing, science and social studies as they learn about sustainability. Teachers plan this effectively to ensure children also develop core literacy and numeracy skills during these lessons.
- Currently, staff provide a wide range of regular experiences for children to learn outdoors. A few staff deliver small group interventions using a structured outdoor learning approach. As planned, staff should continue to develop how outdoor learning will be used to teach different curriculum subjects in a planned, structured way. This will help children to build on their skills and knowledge over time.
- Staff work very well with partners to plan and provide activities and experiences to enhance children's learning across the curriculum. These partnerships also support children to understand the world of work and explore careers-based learning. This strong approach is helping children to identify and practise the skills they need for learning, life and work.
- Children at all stages benefit from a progressive skills programme in French. Older children also learn Spanish as a third language. This supports the delivery of the 1+2 approach to modern languages. Most teachers use French regularly for simple instructions or in daily routines, such as the date and weather. This is helping children understand and practise a range of useful vocabulary.
- Children receive their entitlement to two hours of high-quality physical education (PE) each week and engage regularly in additional physical activities. In P6, children benefit from a block of swimming lessons at a local swimming pool.

2.7 Partnerships: Impact on learners – parental engagement

- The headteacher and staff share high-quality information regularly with all parents through newsletters and digital communications. This helps to raise awareness or share updates on aspects of school improvement work. Across the year, they arrange events for parents to engage with their child's learning in class. For example, family reading sessions and cooking classes have been very well-attended. Teachers share information about children's progress in learning through parent teacher meetings and annual reporting. Children also take jotters home termly to discuss with their families through the 'look at my learning' initiative. Parents feel the information they receive helps them to stay up-to-date with school life. It also supports them well to understand and engage with their child's learning.
- Across the school, children benefit from parents and community members who volunteer their time for lessons, focus weeks and after school clubs. Local businesses support school sports teams by sponsoring kit and providing equipment. These partnerships support children well to develop further their knowledge and skills.
- Hunter Parent Council represent the views of the wider parent body well. They work effectively with the headteacher and staff to enhance children's learning and experiences. The Parent Council organise regular fundraising events which are very well supported by the school community. These include discos and fun experiences for children and families, such as the Hunter Challenge. Children benefit from trips to the theatre, new books, resources and digital technologies funded by the Parent Council.

2.1 Safeguarding

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

3.1 Ensuring wellbeing, equality and inclusion

very good

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- All children and staff feel valued as a result of highly nurturing, respectful and inclusive approaches embedded across the school. Staff are passionate about supporting the wellbeing of children. They understand how this impacts on their progress, attainment and achievement. All teachers have thoughtful strategies in place that support children well to communicate any wellbeing concerns. For example, children in all classes use 'connection' boxes to share worries with their teacher. They know that any concerns they raise will be followed up. Children value the care staff provide and feel that they have a trusted adult they can talk to. Almost all children say they feel happy and safe at school. Parents appreciate the pastoral strategies staff offer to support families. For example, they can send information or update staff about their child's wellbeing using the school's 'Handle with Care' approach.
- Children have a sound understanding of wellbeing. Across the school, teachers and children discuss and revisit a different wellbeing indicator each month as part of planned lessons and assemblies. Children benefit from a relevant and well-planned health and wellbeing curriculum which is cohesive and progressive. Effective learning experiences and direct teaching supports children very well to understand how to be healthy and to make positive choices for their wellbeing. They demonstrate a growing knowledge about food and nutrition, and mental health. Children identify and describe ways that they keep themselves safe. For example, most children explain confidently how to stay safe when crossing the road or when using the internet. Pupil committees also lead school-wide campaigns and competitions that raise awareness and promote aspects of wellbeing. They share their knowledge with others through assembly presentations and events. This supports children to develop their understanding, confidence and resilience.
- Children feel their school helps them to be active. Almost all children take part in and enjoy physical activity and sports beyond planned PE lessons. For example, children attend lunchtime and after school activities, such as football, netball and athletics. These are improving children's physical fitness and support them to demonstrate increasing skills in leadership and teamwork. Children are motivated to lead active lives and make healthy choices.
- In all classes, children evaluate their own wellbeing in a structured way twice a year. Teachers support children to understand that aspects of wellbeing can change over time. Teaching and support staff discuss children's wellbeing regularly with senior leaders, including during tracking meetings. Working together, they identify and plan for children who would benefit from further personalised support. Senior leaders and staff also plan and provide highly effective relevant universal supports across the school. All staff skilfully apply learning from training on nurturing principles and trauma-informed practices to support children's wellbeing and learning very well. Teachers carry out environmental audits which

they use to create inclusive and supportive learning environments. They also encourage children to share how they feel emotionally through daily 'check-ins'. Staff use this information to help them provide children with the right support. Teachers provide quiet spaces and resources in every class that children can use when they feel anxious, angry or upset. These support children to learn and practise useful strategies to regulate their emotions. A few children are very well supported through targeted wellbeing interventions. For example, small group nurture and outdoor learning sessions have positively impacted on their attendance, self-esteem and readiness to learn.

- Across the school, children demonstrate an understanding of the United Nations Convention on the Rights of the Child (UNCRC). Staff ensure rights-based learning has a high profile across the school building through school assemblies and wall displays. As a result, most children know a range of articles from the UNCRC and can talk about their importance. With support, they identify how they benefit from rights in their lives and school. Staff should continue to support children to develop knowledge and skills linked to rights-based learning.
- Senior leaders and staff have a strong understanding of their responsibilities and statutory duties related to wellbeing, equality and inclusion. Approaches to child protection, safeguarding and meeting the additional support needs of learners are well-embedded. They are clearly informed by legislation and local authority and national guidance such as 'Getting it right for Every Child'.
- Senior leaders and staff follow local authority processes to assess and identify children's learning needs. Children are well-supported by class teachers, specialists, support staff and partners who work effectively together. They plan and provide personalised supports and interventions that meet children's needs well. Senior leaders ensure children's plans are reviewed regularly and that parents and children are involved in decision-making. Parents feel children and families are very well supported by school staff. Within support plans, senior leaders and teachers should continue to strengthen children's targets ensuring that they are specific and can be clearly measured. This should help to capture each of the incremental positive steps in children's progress.
- Children's wellbeing is very well supported during transitions. Children and families starting school feel welcomed through a range of thoughtful activities. For example, older children organise and run an extensive buddy programme. At P7, staff share important information about each child's strengths, achievements and needs with secondary teachers. This helps children to feel known and supported from the outset. At all stages, a few children benefit greatly from enhanced pastoral support during times of change, such as an extra visit to their new classroom and regular discussions with their new teacher. As a result, children feel settled and ready for the next step in their learning journey.
- The headteacher and staff have created an anti-bullying policy which is aligned with national guidance. This is well understood across the school community. The headteacher records and monitors any allegations of bullying. Staff investigate and address any incidents thoroughly and quickly. As a result, almost all children and parents feel that any bullying behaviours are dealt with very well. As planned, senior leaders and staff should continue to review the school's positive relationships policy in line with changes to their context or national guidance.
- Children demonstrate an awareness and understanding of diversity, world faiths and cultures. Staff provide religious and moral education, assemblies and celebrations which support children's learning well. Senior leaders ensure opportunities for religious observance including partnerships with the local church. Children learn and can talk about protected characteristics through exploring topics, such as racism and gender equality. Recently, reading ambassadors

helped to choose new books for the library which promote diversity and a range of cultures. A few children with dyslexia participate in a regular support group and they share updates on a school display board. This helps to promote awareness of the different ways people learn. Staff should continue to support children's learning about equality and inclusion.

- 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.

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 across the school in literacy and English, and numeracy and mathematics is good. A few children at each level are exceeding national expectations. Staff should continue to focus on raising attainment at first level.
- Children, who require additional support with their learning, make good progress against their individual targets in literacy and numeracy.

Attainment in literacy and English

- Overall, most children are making good progress in literacy and English.

Listening and talking

- At early level, children listen well to stories. They share with confidence why they like their favourite story. They answer questions well and predict how a story will end. At first level, most children ask and answer questions thoughtfully. They express their opinions confidently and relate this to the topic being discussed. Most children understand the skills needed to present to a group, such as eye contact and speaking clearly. A few children should continue to practise turn-taking. At second level, almost all children share their opinions articulately and contribute well to class and group discussions. They present to an audience with confidence. They should continue to practise and apply their skills in a range of meaningful contexts.

Reading

- Across the school, staff and children have developed a highly positive reading culture. Children are now engaging with a wider range of texts in the recently created school library.
- Children who have achieved early level use known strategies to read simple words. They are increasingly confident in using context clues to support their understanding. At first level, most children talk about their favourite authors and the features of different texts. They answer recall and factual questions accurately. They should now practise answering inferential and evaluative questions. At second level, most children read with increasing fluency and expression, and demonstrate their understanding of punctuation and layout. Most children skim texts to identify main ideas and scan to find key information. They should explore further how authors use figurative language to engage a reader.

Writing

- Children who have achieved early level write a few sentences independently. They use their knowledge of sounds to spell familiar words correctly. At first level, most children include relevant information and use different openers to make their writing interesting. They should

practise using an increasing range of punctuation accurately. At second level, most children write successfully for a variety of purposes and audiences demonstrating their understanding of the unique characteristics of each. They review their writing to ensure it makes sense. At first and second levels, children should continue to practise applying their writing skills in other curricular areas and in real-life contexts. Across the school, most children would benefit from further support to improve their presentation skills.

Numeracy and mathematics

- Overall, children are making good progress in numeracy and mathematics from prior levels of attainment. The school-wide focus on developing children's skills in mental agility has led to improvements in children's speed and accuracy. At all levels, children would benefit from further support to learn and understand mathematics terminology and vocabulary.

Number, money and measure

- Children who have achieved early level recall number sequences forwards and backwards from within the range 0-30. They know a growing range of key number facts. At first level, most children use mental agility skills to solve addition, subtraction, multiplication and division calculations accurately. They tell the time using half past, quarter past and quarter to using an analogue clock. Most children should consolidate their knowledge of fractions and practise solving word problems. At second level, most children understand numbers less than zero and order positive and negative numbers on a number line accurately. They use mental agility strategies to solve decimal fraction and percentage calculations. Children are less confident with multi-step calculations and would benefit from further practice.

Shape, position and movement

- At early level, almost all children recognise simple two-dimensional shapes. They use positional language such as forwards and backwards appropriately in context. At first level, a majority of children name, identify and classify two-dimensional shapes and three-dimensional objects accurately. They are less confident using the correct mathematical language to describe their properties. At second level, most children understand the relationship between three-dimensional objects and their nets. They should continue to develop knowledge and understanding of angles.

Information handling

- At early level, children interpret simple charts and answer questions accurately. At first level, most children gather data and display information well using tallies. Children are less familiar with a wider range of graphs and charts. At second level, most children use data gathered to construct clear graphs and charts. They require practice using digital technologies within information handling.

Attainment over time

- Senior leaders have collated and analysed CfE attainment each session. Over the last three years, this data has become more robust and reliable. Most children achieve well at P1 and by the end of P7 in both literacy and numeracy. The headteacher and staff have put interventions in place to address a recent dip in attainment at CfE first level. Attainment at most levels remains higher than national and local authority averages. The headteacher and staff identified writing and mathematics as key priorities for improvement. This work is beginning to impact positively on attainment and progress. The headteacher and staff should continue to deepen their understanding and analysis of data to identify specific barriers to attainment. This should help to ensure that the most relevant targeted improvements are chosen.

- The headteacher monitors children's attendance robustly. In June 2025, the school average attendance figure was 93.8%, which is in line with the national average. This average is slightly down from 94% in June 2024. Short-term illnesses and term-time holidays are the main reasons for absence. Currently, a few children have attendance below 90%. Senior leaders plan and review personalised supports for children who have patterns of absence. Evidence shows these positively impact on children's attendance. This session, attendance is the key focus of improvement work across the learning community. There have been no exclusions for five years and currently there are no children on a part-time timetable.

Overall quality of learners' achievements

- Staff celebrate children's achievements from school and in their home lives regularly. Children are proud to receive recognition at assemblies, through school displays and on digital platforms. Staff should continue to support children to identify and discuss the skills linked to their achievements.
- Across the school, children demonstrate independence, resilience and teamwork during outdoor activities, competitions, excursions and residential experiences. Most children are confident individuals and effective contributors both in school and the wider community. There are high levels of children participating in clubs and sporting activities. Staff record and track children's participation and their achievements. They use this information well to identify and support children who are at risk of missing out.

Equity for all learners

- Senior leaders allocate PEF to support equity of success and achievement for children. This session, funding is being used for interventions and resources to support children's literacy, numeracy and wellbeing. Additional staffing hours have also been funded. Evaluations show interventions positively impact on individuals' progress in learning and wellbeing. Senior leaders should continue to strengthen equity work. Planning should be more robust so that the rationale for priorities and intended outcomes for children is clearer. Senior leaders should measure more rigorously the impact of PEF interventions. This should help to identify which aspects are most effective in raising attainment and accelerating the progress of children.
- Working together staff, children and parents have developed a 'cost of the school day' policy. This helps families to understand what supports are available both in school and in the local community. Children participate in a wide range of after school clubs and other activities at no cost. Pre-loved uniform and clothing is available to all families. The headteacher shares a school calendar with parents early in the year. This highlights events with potential costs, such as fundraising. This helps families to select and plan their spending in advance. Parents appreciate the sensitive support that they receive from senior leaders and staff.

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.