

Summarised inspection findings

Carmyle Primary School

Glasgow City Council

16 June 2026

Key contextual information

Carmyle Primary School is located in the Carmyle area of Glasgow.

At the time of inspection, the roll was 145 children in primary and 28 children in nursery, organised across six classes and two playrooms. The senior leadership team consists of a headteacher, who has been in post since 2019, one acting depute headteacher and one principal teacher.

Across the school, sixty-two percent of children reside in Scottish Index of Multiple Deprivation Deciles 1, 2 and 3. In P6 and P7, twenty-four percent of children are registered for free school meals.

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 is highly regarded within the community. She provides empathetic and strong leadership with a clear focus on being ambitious for the children and staff. The values of respect, ambition, responsibility and equity are embedded and regularly referenced by children and staff in day-to-day interactions. Children who model values well are recognised and celebrated at assemblies. These awards are well received and children are proud of their certificates and house points awarded. Children gain house points for modelling values and this supports them to see the positive impact their choices can have on others. Staff model the values in all aspects of their work with children and with each other. As a result, learning takes place in respectful, calm environments.
- The headteacher has a well-informed understanding of the strengths of the school. She provides clear leadership and manages the pace of change well. The headteacher has identified key areas for development and the ways that these developments will be achieved. For example, she identified play pedagogy as a key area of improvement. This has been developed well and is embedded at early level. She works very effectively with staff to identify their strengths and inspires them to confidently take responsibility for key areas of school improvement. The senior leadership team (SLT) is very newly established and they are at the early stages of clarifying their roles. The team are well placed to review areas of responsibility and develop remits that best suit their individual strengths.
- Senior leaders have well established and effective quality assurance activities in place. These are planned across the session and ensure the work of the school is supporting children's progress. Senior leaders regularly review teachers' plans, children's work and participate in classroom observations. Regular, robust feedback discussions take place with teachers. Senior leaders use knowledge gained through these activities to identify strong practice, share this

with all staff and plan for future improvement priorities. The school improvement plan (SIP) priorities reflect local, national and school priorities well. There is a well-judged balance across key areas such as learning, teaching and assessment and wider achievement and tracking. Senior leaders consult with stakeholders to identify key improvement priorities. For example, children and parents participated in the consultation that focussed on the curriculum rationale. They identified elements of the curriculum that was important to the school community. These ideas are reflected in the refreshed curriculum rationale.

- Children in the upper stages have a wide range of meaningful leadership roles. Children who are sports leaders work with younger children to support them in enjoyable and engaging play activities. Children who participate in the school's rights-based working group plan key learning activities and events to promote children's rights. Children in P7 have roles such as house captains and financial leaders. House captains collaborate well with staff on identifying improvement priorities and representing the school at a variety of events. Children who are financial leaders support their fellow learners to develop a good understanding of being financially astute and encourage them to save and use money responsibly. Senior leaders should consider more opportunities for children in the lower stages to have more leadership responsibilities.
- The highly motivated, enthusiastic and reflective staff team is empowered to lead aspects of school improvement. This includes learning for inclusion, digital learning and United Nations Convention Rights of the Child. Staff are enthusiastic about their leadership roles which include active participation in school improvement working groups. For example, staff working on the development of the school's digital strategy have supported staff and children to effectively use digital learning well. Teachers' individual leadership roles are impacting positively on whole school initiatives such as play in P1 and the use of digital learning platforms across the school. Skilled support staff and nursery staff also engage in whole school activities and professional learning. As a result, they very effectively work alongside individuals and small groups of children in classrooms.
- The headteacher works with staff on an embedded and robust professional review and development (PRD) process. This is linked to national standards and the current SIP. The supportive and challenging approach to PRD is highly motivating for teachers. This leads to them feeling confident about their identified targets and responsibilities. Staff are supported throughout the year to work with colleagues within school but also outwith. Enthusiastic and committed staff have led on areas such play pedagogy, digital technology and developing children's understanding of Glasgow's history linked to enslavement. Skilled and knowledgeable support staff participate in professional learning and lead on whole school initiatives. As a result, they effectively support groups and individuals.
- The headteacher consults with stakeholders, including the Parent Council, to identify priorities for Pupil Equity Funding (PEF). She has a clear view and understanding of how funding should support the improvement of attainment for children who experience socio-economic disadvantage. Senior leaders should continue to review the impact of PEF and how it meets the needs of these children.

2.3 Learning, teaching and assessment

good

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

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

- Children benefit from learning in a calm, purposeful environment. Across the school's open plan setting, staff have established attractive, well-organised and well-resourced spaces for learning, where children's work is valued and celebrated. All staff create and maintain positive, caring relationships with children. They use the school values as core features of their practice and effectively model these values. Staff are well attuned to children, know them very well as individuals and are responsive to children's needs. As a result, children enjoy learning together and are encouraging and supportive of one another. Almost all children behave well and are respectful to each other and adults. They are confident and enthusiastic about learning and are proud of their school and community.
- All staff support children to develop a growing awareness of their rights. Teachers work with children to co-create class charters, linking these clearly to reflect children's rights. Increasingly, children use the language of rights to help them to understand how rights relate to their everyday experiences and learning. The promotion of children's rights through class lessons and assemblies helps support children well to understand the individual and collective responsibility they have in creating a positive learning environment for all. Teachers encourage and support children well to engage positively and cooperatively with each other in their learning and play.
- The headteacher and staff have developed a helpful learning and teaching strategy. This supports teachers well and is leading to a more consistent approach to key aspects of learning and teaching. For example, all teachers communicate clearly and provide helpful explanations and instructions for children. They explain the purpose of lessons effectively and consistently, reinforcing key learning points throughout. Teachers share steps to success with children and revisit these with children at the end of lessons to support them to review their progress. As a result, most children understand what the purpose of their learning is and how they can be successful. Teachers should now involve children in co-creating steps to success in their own words more regularly. This should support children to take greater responsibility in their learning.
- Teachers use questioning well to support children's understanding of key learning concepts. In most lessons, link new learning with previous learning and to check for understanding well. A minority of teachers use skilled questioning effectively. Where this is happening, children's learning is enhanced and extended. Senior leaders should now ensure that this effective practice is shared and is consistently embedded throughout the school.

- Most teachers plan a balance of suitable independent, paired and group work which enables children to be active and lead aspects of their learning. Most children enjoy working with a partner or in small groups and are encouraging and supportive of each other. In a minority of lessons children's learning is appropriately challenging and matched well to children's needs, almost all engage well. Support staff interact well with individuals and small groups of children to enhance their learning and engagement. They support children who require additional support in their learning effectively. A few children across the school would benefit from increased levels of challenge in learning. As planned, the headteacher along with staff should develop further the learning and teaching strategy. This will support all teachers to have a deeper understanding of what high-quality learning and teaching looks like.

- Teachers at early stages plan play-based approaches to learning very well. They work together effectively to develop understanding of play pedagogy taking good account of national and local authority guidance. Teachers of early stages plan and create stimulating spaces that foster independent, play-based experiences which encourage children's creativity and curiosity. For example, almost all children experience regular opportunities to learn through a range of stimulating construction areas, themed role play contexts and relevant investigation zones. Staff use planned observations to identify next steps and respond appropriately to meet the individual learning needs of all children. Teachers at early stages work co-operatively to extend and develop play-based approaches progressively as children journey beyond P1. This collaborative approach, supported by well-informed research and appropriate activities supports children very well to engage in learning positively. Almost all children are able to make good choices, develop their vocabulary of learning and take increase responsibility for their learning.

- Almost all teachers skilfully use digital tools to support children's learning. They use interactive whiteboards effectively to engage and motivate children. Younger children use tablet devices, programmable toys and digital software to develop literacy and numeracy skills and to learn about coding. Older children use tablets regularly to carry out research and create presentations to showcase their learning. A few children who require support with learning, use assistive technology software well to access various learning tasks and activities. This supports children to develop increased independence in their learning. Staff use a helpful digital platform effectively to share with what children are learning with their parents. Older children use this platform well to learn about and evaluate higher order thinking skills. Older children take on leadership roles as Digital Leaders facilitating a lunchtime club teaching younger children to log on and navigate online applications and games. As a result, children across the school develop important skills in becoming responsible digital citizens.

- In most lessons, teachers provide encouraging verbal and written feedback on children's literacy and numeracy work. Most children engage well with a range of self-assessment tasks in literacy and numeracy lessons. In a few lessons, children engage in activities where they feedback to each other on aspects of each other's work. Senior leaders should now continue to support staff to develop a more consistent approach to the balance of more effective verbal and written feedback provided to children across all areas of the curriculum. There is also scope to extend the use of more focused individual learning targets linked to high quality feedback more effectively. This includes a continued focus on ensuring that all children are able to articulate their own individual learning targets and know what they have to do to achieve these. This should help to ensure that children are clearer about the knowledge and skills they

are learning and should support them to develop skills across the curriculum in a more progressive way.

- The headteacher has introduced a helpful assessment calendar for staff. This includes a range of national, standardised and summative assessments in literacy, numeracy and some areas of health and wellbeing. As planned, staff should continue to strengthen approaches to planning for assessment as an integral part of learning and teaching.
- Teachers effectively plan learning over different timescales using local authority progression pathways and frameworks for all areas of the curriculum. This ensures a coherent and progressive approach to teaching across the school. Staff meet with the headteacher at key points across the year to track children's attainment in literacy and numeracy and health and wellbeing. At these meetings they review a range of assessment information and discuss each child's progress, including how to address any barriers to learning. This ensures that children with barriers to learning engage well and continue to make good progress. Staff should now consider how children's attainment across the wider curriculum can be tracked.
- Teachers engage with colleagues across the school and learning community in a range of helpful moderation activities. Teachers have moderated aspects of planning and assessment with each other. As a result, teachers are developing a more robust understanding of national standards in areas such as writing, numeracy and assessment. Staff should continue to develop further moderation activities to ensure that this supports their judgements of children's achievement of Curriculum for Excellence (CfE) levels.

2.2 Curriculum: Learning pathways

- Teachers use local authority progression pathways based around the design principles of CfE across all curricular areas. They use three-yearly plans effectively to cover a range of experiences and outcomes across all curricular areas. This supports teachers to plan for appropriate progression and depth in children's learning.
- All children receive their full entitlement to two hours of high-quality learning experiences in Physical Education (PE). Teachers plan using a progressive PE planner. Children across the school enjoy demonstrating their learning and develop a wide variety of physical skills, outdoors in school grounds and also in the school gym hall.
- All children receive their entitlement to religious education. There is a planned programme of assemblies which include appropriate learning around important events and religious festivals. This supports children to understand, respect and develop their knowledge of world faiths.
- Across the school, almost all children learn French progressively and are confident in using common words and phrases. However, children across the school do not yet have a broad enough experience of learning languages to meet their full entitlement to Language Learning in Scotland 1+2. Senior leaders and staff should ensure that they extend their provision for children to learn a second language in line with national guidance.
- Children benefit from well-stocked, inviting library spaces which provide a wide range of texts. Children enjoy using class libraries to select books for pleasure and for research. These resources support children appropriately to develop their literacy skills and promote a positive culture for reading across the school. The headteacher and staff should continue to review all library areas to ensure texts relate to a wide range of world religions, cultures and faiths.
- The school has effective arrangements for supporting children at key transition points. Arrangements for children moving into primary one and into secondary school are well planned and effective. Staff work closely to ensure continuity in learning and experiences for children. As a result, children settle into new routines quickly and confidently. Senior leaders and staff should continue to ensure that the transition of children within stages of the school is equally effective.
- Teachers use the school grounds creatively to plan different experiences for children to take their learning outdoors. For example, younger children create and replicate pieces of famous artwork using natural materials. Older children develop problem solving skills along with teamwork and communication through experiences such as den building. Across the school, children plant seasonal fruit and vegetables and learn gardening skills through working with parents and a range of partners. Increasingly, these experiences support children well to learn about sustainability, apply their learning in different contexts and develop their understanding and appreciation of the natural world. The headteacher has rightly recognised the need to now develop a skills pathway for outdoor learning to ensure children's experiences are well planned, progressive and coherent.

2.7 Partnerships: Impact on learners – parental engagement

- Senior leaders communicate well with parents regularly through newsletters and an online learning tool. Parents welcome the regular feedback and updates they receive on their child's learning through the online platform. Parents enjoy the regular well planned family learning activities and these events help them to support their children's learning. These have been a very welcome addition to the school calendar and parents and children look forward to these events.
- The Parent Council regularly supports children and staff through their work. They enthusiastically organise well received social events for children and run fund raising activities. There is scope for the minutes of meetings to be shared online. This should help raise awareness of the work of the Parent Council.
- Senior leaders consulted with parents about the curriculum rationale. Following this consultation, more opportunities for home learning were developed. There is a good sense of ownership in the community regarding the curriculum rationale as it reflects the input of parents.

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

- Most children feel that staff treat them fairly and the majority feel that their peers treat them fairly. On the few occasions when children display dysregulated behaviour, staff skilfully support them using a variety of well-chosen strategies. Most children know that there is a trusted adult they can speak to if they are upset. This is supporting children to feel cared for and nurtured.
- Staff have participated in professional learning focused on the principles of wellbeing and nurture. This approach is clearly focussed on children's understanding of their own emotions and is embedded across all stages. The programme is progressive and well matched to children's age and stage. Children articulate their thoughts and feelings with clarity. They confidently discuss emotions and the variety of strategies they use to support their emotional wellbeing. As a result, children use appropriate approaches to regulate their own wellbeing. Each classroom has a designated calm area. Children access these areas when they feel they need to. By using these areas, children demonstrate their ability to self-regulate whilst still maintaining contact with classmates. Children feel well supported and nurtured by this approach.
- Children regularly and confidently assess their own wellbeing. Teachers and senior leaders track and monitor these assessments to identify any child who may need support. They carefully select which approaches will best meet the needs of each child. Where appropriate, staff work well with parents and other partners to support children. Children receive appropriate supports on both a one-to-one and group basis. Often support activities take place in the Skills Lab. This area was named by the children following consultation about the use of this area of the school. By including children's ideas, children understand that staff are demonstrating their respect for children and that they are listened to.
- Staff lead a range of clubs and activities that encourage almost all children to be active. These support well the physical and mental wellbeing of children. Most children feel that the school helps them to lead a healthy lifestyle. They discuss the importance of making healthy food choices and the positive impact this can have on them.
- Almost all staff know children and families very well. All staff have participated in a variety of well-chosen, high quality professional learning to enable them to support children well. Staff feel more confident in their skills and knowledge of a number of issues that can be barriers to learning. Almost all children with a barrier to learning are very well supported. Staff and senior leaders regularly review supports in place to ensure these are effective and

having a positive impact on each child. Staff work very effectively with partners to support children and families. This inclusive approach is supporting children and their families well.

- Staff are aware of their statutory duties effectively in relation to wellbeing, equality and inclusion. Senior leaders carefully consider the needs of each child and assess the effectiveness of strategies to ensure these are having a positive impact.
- Senior leaders and staff maintain detailed overviews of children with additional support needs (ASN). This provides a clear profile of children's identified needs and strategies to support them. Teachers and support staff plan effective intervention strategies to support all children and those with ASN. Teachers and support staff work closely and highly effectively when planning for children with ASN. Pupil support assistants provide highly effective support in individual and group settings for children facing barriers to their learning. Parents are included in regular reviews where appropriate. Senior leaders should consider how they can include children in these meetings.
- Senior leaders track care experienced children well. Care experienced children are considered for a coordinated support plan and, where a plan is appropriate, key staff members create this in consultation with carers and each child. Plans are reviewed regularly to ensure that supports and targets are appropriate. Where changes are required, they are made quickly and effectively.
- Staff encourage and support children well to learn about other cultures and faiths and beliefs from around the world. They work well with partners, including parents and local charities, to support children's understanding of diversity. Children also learn about the importance of valuing diversity and challenging discrimination through assemblies and class discussions. Teachers support children well in lessons to learn about discrimination, racism and respect for others through the curriculum. For example, teachers carefully consider class texts that will support children to understand the world around them. This helps them to understand what it means to be a member of a fairer and more equitable society.
- A majority of children feel that staff in the school deal well with bullying. A few feel that that bullying behaviours are not always dealt with consistently well. Senior leaders should continue to track incidences of bullying to monitor patterns and the effectiveness of any interventions. Senior leaders should continue to work with children on developing their values-based approaches to address bullying incidences. This will help them to develop a clear strategy for dealing with bullying and ensure all children feel supported to address these types of behaviours.
- 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 in literacy and English and numeracy and mathematics is good. Most children across the school have achieved, or are on track to achieve, nationally expected levels of attainment in numeracy, listening and talking, reading and writing. A minority of children have the potential to achieve more.
- Most children who require additional support are making good progress towards their individual targets in learning.

Attainment in literacy and English

- Overall, most children make good progress in literacy and English. A few children are capable of making further progress.

Listening and talking

- At early level, most children listen attentively and take turns. They enjoy discussing their favourite stories and identify rhyming words effectively, follow simple instructions well and respond to questioning with enthusiasm and confidence. At first level, most children listen to the opinion of others and talk and listen well during class and group discussions. A few children require support to take turns and contribute at an appropriate time during small group discussions. At second level, most children identify skills and strategies to engage well with others. They respond well to a range of inferential and literal questions and demonstrate understanding of spoken texts. Children across the school should continue to apply their listening and talking skills in a wide range of different contexts.

Reading

- Across the school, children enjoy reading a range of books. At early level, most children recognise simple sounds and letters to read words. They use these effectively to read aloud simple sentences. At first level, most children read aloud with fluency. They talk confidently about texts they enjoy and give reasons for their choice. They identify the features of different genres. They are beginning to add expressions when reading aloud. At second level, most children read with fluency, expression and understanding. They discuss their favourite texts and identify accurately a range of strategies they would use when reading unfamiliar vocabulary. They recognise techniques used to influence the reader, including choice of vocabulary and emotive language. Children across the school should continue to build upon and develop their higher order reading skills, such as analysing and evaluating texts.

Writing

- At early level, children develop early writing skills. Most children attempt to spell and write unfamiliar words correctly. They write sentences with capital letters and full stops with accuracy, often illustrated with drawings. They communicate their ideas through writing, including instructions on how to make smoothies and write imaginatively about planet Earth in letters to aliens. At first level, most children write regularly and for a variety of different purposes, including writing fact files for Polar Bears. Most children present their writing in a clear and legible way. They use grammar and punctuation appropriately to organise and enhance their work. At second level, almost all children write well for a range of purposes. They write letters about issues affecting the local community and write persuasively, structuring arguments coherently and clearly. The majority use sub-headings and paragraphs appropriately to make specific points. Children across the school use digital tools effectively to support writing skills. They would benefit from further experience of developing their note-taking skills.

Attainment in numeracy and mathematics

- Overall, most children make good progress in numeracy and mathematics. A few children are capable of making further progress.

Number, money and measure

- At early level, most children add and subtract numbers within 20 accurately. They are developing their confidence in mental calculation skills. They apply simple addition and subtraction skills to give the correct change for items up to 10p. Most children at first level demonstrate the value of each digit in a whole number with three digits. They identify coins up to £2. They round numbers to the nearest 10 with increasing accuracy. They are less confident in finding simple fractions of whole numbers. Most children at second level have a sound understanding of place value. They compare costs and determine affordability within a given budget. They accurately calculate time durations bridging across several hours. They understand the relationship between fractions, percentages and decimals.

Shape, position and movement

- At early level, most children identify and name successfully a range of two-dimensional (2D) shapes. They use positional language such as in front, behind, beside with increasing confidence to give directions and describe positions. At first level, most children accurately identify lines of symmetry within simple 2D shapes. They identify correctly right angles in the world around them. They are not yet confident in using the four compass points to describe, follow and record directions. Children at second level identify accurately three-dimensional objects using the correct mathematical language including side, face, edge and vertex. They classify successfully a range of angles. They are not yet confident in using complementary and supplementary angles to calculate missing angles.

Information handling

- At early level almost all children sort items confidently by colour, shape and size. They record information accurately using pictograms and bar graphs. At first and second levels, most children use tally marks appropriately and know the key features of bar graphs and line charts, extracting key information. They should continue to develop further their information handling skills through using digital technology to support their learning.

Attainment over time

- Overall, most children make good progress in learning over time. Teachers are increasingly confident using data gathered from a range of assessments to inform their judgements about children's progress. They work collaboratively with each other to discuss planning, learning, teaching and assessment. This moderation has strengthened teachers' understanding of shared standards of literacy and numeracy across the school.
- The headteacher and staff use reliable assessment information effectively to evaluate progress and identify next steps for learning. They respond promptly and effectively to meet the needs of individuals, including planning interventions where required. These interventions are reviewed regularly and adapted as necessary. This helps children who require additional support with their learning make good progress with their learning targets over time.
- The school's overall attendance rate is above the national and local average. A few children have attendance of less than 90%. This is due to a range of factors such as term time holidays and short-term illness. Senior leaders and staff systematically monitor children's attendance. They work supportively and sensitively with families to improve attendance. There is a clear solution focussed partnership approach in place. This includes planning strategies to support individual children in the ways that best meet their needs. Staff are very welcoming to all children when they arrive at school. A few children have a soft start each morning to support their transition from home to school. This is leading to increased attendance levels for a few identified children. Attendance is in line with national levels and has remained steady over the past few years. The focussed work on attendance is leading to improved attendance this session.
- Senior leaders regularly review arrangements for any child who attends school on a part-time basis. A variety of stakeholders participate in regular review meetings and there is a clear focus on ensuring children attending part-time as part of the local authority flexible schooling arrangement, increase their time in school.
- Senior leaders work effectively with external agencies and key partners to support children and their families to develop plans to support children at risk of exclusion. Staff are meeting the needs of children with dysregulated behaviours well. There have been no exclusions from school in session 2025-26.

Overall quality of learners' achievements

- Staff celebrate children's wider achievements through assemblies, wall displays and an online digital platform. Children benefit from a wide range of experiences which help them to develop important skills for learning, life and work. For example, younger children visit a local community care home, where they sing and lead activities with residents and staff. Older children develop important skills in planning, collaborating and performing shows including 'The Bee Musical' and 'The Dragon of the Western Sea', working in partnership with

members of the Scottish Opera Society. All children gain a Scottish Junior Forestry Award through an eight-week outdoor learning programme. Working in partnership with country wide rangers, children engage in valuable learning experiences in a nearby woodland area and burn. Children have developed skills including resilience, teamwork and problem solving, developing their awareness of sustainability and deepening their knowledge and appreciation of the natural world. Children confidently discuss the restorative wellbeing benefits of being in nature and about the range and diversity of future careers working outdoors. The headteacher has rightly identified the need to now track the progression of important skills which children gain through these valuable experiences. Staff track children's participation in clubs and activities using a school tracking system. They should now also ensure that children's achievements out of school are captured.

Equity for all learners

- The headteacher and staff have a sound understanding of the socio-economic background of all children and families. They are mindful of the impact of the cost of the school day on families and ensure that all children have equity in their school experience. For example, staff facilitate a 'preloved uniform stall' for children who may benefit from this. The school's positive partnership with the local church food bank ensures that families and members of the local community receive food parcels, where required. Staff work in close partnership with the Parent Council to reduce the cost of trips and activities and are proactive in securing funding to ensure that no child misses out. As a result, almost all children experience excursions and trips without financial pressures.
- The headteacher has developed a clear and effective plan for PEF. With staff, she has prioritised PEF funding appropriately to fund additional staffing to deliver targeted interventions for identified children. Funding is also used to support literacy and numeracy interventions for specific children, along with outdoor learning interventions. This is helping to close identified gaps in children's attainment in literacy and numeracy and is supporting children to become more engaged and ready to learn. The headteacher and staff should continue to track and evaluate robustly the specific impact which targeted interventions have on accelerating the attainment of individuals and groups of children.

Practice worth sharing more widely

The development of the use of digital learning across all staff, underpinned by high-quality professional learning. The headteacher has created a positive culture where staff use digital learning platforms and tools as an integral part of their learning and teaching approaches.

Children benefit from this in a variety of ways. They use digital learning tools and platforms confidently in most lessons. Children are able to record feedback from teachers and share this with parents and carers. Older children are digital leaders and support younger pupils to develop their skills and knowledge of digital platforms.

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.