

Summarised inspection findings

Craigiebarns Primary School

Dundee City Council

17 February 2026

Key contextual information

Craigiebarns Primary School is a non-denominational school located in the city of Dundee. At the time of inspection, the school roll was 286 arranged across 11 classes from P1-P7. The headteacher has been in post for six years and is supported by a deputy headteacher. Over the last two academic sessions, the school has experienced significant changes in leadership. Approximately 35% of children reside in Scottish Index of Multiple Deprivation (SIMD) data zones 1 and 2. The remainder reside in SIMD data zones 3-10. Approximately 28% of children require additional support for learning. There is 16% of children in P6 and P7 who are registered for free school meals.

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

- The headteacher, supported very well by the deputy headteacher, provides effective leadership for the school. Together, they have gained the confidence of children, staff and parents. The headteacher leads the school community well in sustaining warm, caring and nurturing relationships amongst children, parents and staff. They fulfil the school vision of 'Learning, Growing and Achieving Together'. She worked together successfully with children, staff, parents and school partners to refresh the school values of 'RAISE' (Respect, Achieve, Include, Safe, Equal). Children discuss school values regularly in class and during school assemblies and refer to them in learning displays across the school. As a result, almost all children understand the values and explain confidently how they help them in school and the wider community. Senior leaders, staff and children consider the school values regularly to ensure they remain relevant and refresh them when appropriate. For example, all members of the school community are currently exploring their understanding of the themes of equity and equality.
- The headteacher and staff consult with staff, parents, children and partners to identify improvement priorities for the school. In collaboration with the local authority, staff use improvement drivers well of presence, participation and progress. This ensures a whole school focus upon improving outcomes for children and families. The school community is working together currently to improve attendance, inclusion and attainment and achievement in writing. Senior leaders should ensure that the school improvement plan contains clear, measurable targets, designed to have maximum impact upon children's experiences. Importantly, senior leaders should consider how best to evaluate more rigorously the impact of improvement activities on outcomes for children and families.

- Senior leaders and staff worked together to agree helpful policies and procedures to outline agreed school standards and expectations. They consider aspects such as the classroom environment, planning for learning, and positive relationships. This is helping teachers to improve children's experiences in most classes. For example, the recently introduced 'Jotter Standards' policy is helping children organise and present their learning better.
- The headteacher has developed and uses a comprehensive collegiate calendar. The headteacher protects time for all staff to engage in professional dialogue on learning and teaching, planning, tracking and monitoring. Linking this to school-wide quality assurance more effectively should help senior leaders ensure all new policies are implemented consistently and well in all classes.
- Staff engage regularly with continuous professional learning. Staff work effectively with the local authority pedagogy team and articulate well the impact this work is having on their classroom practice. They participate regularly in professional review conversations with the headteacher, linked to appropriate professional standards. Staff work together very well to embed teacher leadership further across the school. For example, teachers lead areas of learning in literacy, numeracy, outdoor learning, modern languages, health and wellbeing, children's rights and curriculum design. This leadership of learning is having a positive impact on building collegiality, collaboration and consistency in teaching approaches across the staff team. As planned, senior leaders should now consider how best to match the work of teacher leadership activities to the identified improvement needs of the school.
- A significant number of children, across all stages, participate successfully in decision making groups such as school council, rights ambassadors, health and wellbeing leaders, eco leaders and reading warriors. They now effectively undertake responsibility for improving the work of the school. Staff, children and partners work together to agree priorities for these groups to improve children's experiences. For example, the reading warriors are working positively to establish a culture of reading across the school community. To support this, they planned 'Reading Cafes', and annual reading events. These events support well the whole school focus upon reading. Older children are developing very well their sense of responsibility and care for younger children through fulfilling their roles of playground monitors. Children demonstrate well citizenship skills through buddy and shared learning activities with younger children.
- The headteacher leads staff well to work very effectively with a wide range of local and national partners. These partnerships include cluster schools, the local further education college and sports groups and organisations. This offers children greater opportunities for wider achievement. Staff collaborate successfully with colleagues from school improvement group schools to share professional learning and to moderate children's experiences, attainment and achievement. For example, staff have supported associated schools to develop their use of loose parts to deepen children's understanding of maths and numeracy concepts.
- All staff have strong understanding of the socio-economic context of the school. They know their children and families very well. This allows them to provide sensitive support for children and families who may face social and financial challenges. The headteacher uses Pupil Equity Funding (PEF) appropriately to provide additional staff who deliver targeted interventions for children who require additional support. The headteacher consults extensively with staff, parents and children about how this funding should be allocated and used to help close the school's poverty-related attainment gap.

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

- Children understand the well embedded school values of respected, achieving, included, safe and equal. Children explain how the school values help them exemplify the four capacities of Curriculum for Excellence (CfE) within their school community. Children are well-mannered and welcoming to staff and visitors. Overall, children learn in a calm environment. In most classes, children use class charters to understand and agree expectations for behaviour. At times, a few children become distracted and engage in low level behaviour. This impacts negatively on their concentration and learning. When lessons are briskly paced and engaging, these children sustain their interest and engage more positively.
- Staff use a range of relevant contexts and teaching approaches well to motivate most children. Most children work successfully individually and interact well with peers when working in pairs and groups. They enjoy building on their knowledge and apply their skills during education excursions, role play and first-hand learning experiences. In a minority of classes, children lead aspects of learning. For example, older children develop their independence and leadership skills by designing and providing health lessons for younger children. Across the school, children are ready to take a greater role in leading their own learning.
- Teachers should ensure that all children are actively engaged in purposeful learning throughout the school day. Too often, children experience periods of time which lack a clear educational focus. Senior leaders and teachers should develop structures and processes to maximise learning time and help children achieve and attain more.
- High-quality learning and teaching are not yet consistent across all classes. In a majority of lessons, teachers do not yet provide consistently tasks, activities and resources that match well the learning needs of every child. Teachers are beginning to embed features of the recently agreed learning and teaching guidance in their classroom practice. For example, teachers recently improved how their classrooms could be more inclusive for all children. They should now ensure all learning activities provide the right level of support and challenge for all children.
- Staff make effective use of digital technologies during lessons to support and enhance teaching. They use interactive boards in almost all lessons to display helpful visuals and information. Children benefit from presentations, explanatory video clips and games that support their understanding. Across the school, children upload their work confidently to a digital platform. This supports them to share successful learning with their families. Most children log on to devices and play online learning games independently. In a few classes, children who require additional support with their learning are well supported using digital

technology. For example, children with a visual impairment access adapted materials and resources. Staff should now build on this positive practice to enhance further children's use of digital technology when learning across the curriculum.

- Teachers are in the early stages of supporting children's learning through play. Teachers explore and develop further their professional understanding of learning through play. They engage effectively with national practice guidance supporting them to create appropriate play environments across the school. At early level, children experience a range of well-considered play opportunities to help them develop important skills, knowledge and understanding. Teachers consult with children to select resources and activities. They are now ready to take greater responsibility and ownership of their play experiences. Staff need to plan play experiences which provide children with greater challenge. Senior leaders and staff should work together to develop a consistent approach to play across the nursery and early primary stages. This could include regular professional dialogue and opportunities to share effective practice between the nursery class and school.
- In most classes, teachers outline well the purpose of learning and offer supportive explanations. In most lessons, teachers create 'steps to success' and share these with children. A few teachers are beginning to develop these steps together with children. Teachers should ensure that steps for success are always relevant to the intended learning and are matched well to children's needs and abilities. This should support children to understand and recognise better their own progress in learning.
- In most classes, teachers use questioning well to help children link new and previous learning and to check children's understanding of how to complete learning tasks. A few teachers use open questions effectively to extend and deepen children's learning. Senior leaders should now ensure this effective practice is shared across all classes.
- Most teachers use a few formative assessment strategies to make accurate judgements about children's understanding. A few teachers use this information skilfully to adapt their teaching and children's learning activities. Teachers should continue to develop their understanding and use of formative assessment strategies to ensure that learning activities are well-matched to the needs of all children.
- All teachers give positive verbal feedback and encouragement to children. Most teachers provide brief written feedback on children's effort in a few curricular areas. This supports children to develop a positive attitude towards their learning. Teachers should ensure that all feedback supports the intended learning and helps children understand clearly how they have been successful and what they need to do next. Across the school, children would benefit from more regular opportunities to engage in peer and self-assessment.
- Children are beginning to set short-term, personal targets in literacy and numeracy. These are supporting children to understand what they are learning and what they need to do next. Going forward, teachers should ensure learning targets should meet more closely the needs of individual children. Teachers should support all children to set and reflect upon their targets. This should help support high-quality learning conversations between children and teachers.
- The headteacher and staff have developed and implement a clear assessment calendar. This is helping teachers to ensure children experience a range of assessments in literacy and numeracy across the year, including commercial diagnostic assessment frameworks and

National Standardised Assessments. Teachers are using these increasingly well to evaluate and track children's progress in literacy and numeracy. Teachers do not, as yet, assess children's knowledge and skills in other curricular areas rigorously enough. As teachers develop further their understanding of highly effective assessment, they should consider how they will plan for assessment across the curriculum.

- Teachers are continuing to develop a shared understanding of national standards and expectations. They benefit from working closely with colleagues from other local schools to moderate children's learning, attainment and achievement. As a result, teachers' professional judgement of children's progress and achievement is becoming more robust and accurate.
- All teachers now use increasingly well a recently created online planning tool to plan learning across the curriculum. Teachers use local authority progression pathways and CfE outcomes and experiences to help support appropriate progression in children's learning. When planning learning, most teachers work together with children to understand what they already know and what they would like to learn. This supports children to have choice in a few areas of learning. As planned, senior leaders and teachers now need to consider how assessment is integral to their planning of learning and teaching.
- Senior leaders meet teachers termly to monitor and discuss children's progress. Staff use these meetings to identify and plan targeted interventions for children. Senior leaders and teachers should now consider a wider range of evidence of children's progress in learning during these meetings. This should help plan and provide learning that leads to improved outcomes for children and accelerates their progress.

2.2 Curriculum: Learning pathways

- All teachers make good use of local authority progression pathways linked to CfE experiences and outcomes to plan children's learning across all curricular areas. In most subjects this helps to ensure children build upon what they have already learned. Teachers should now consider how they ensure learning is progressive in learning that brings different areas of the curriculum together.
- Senior leaders and teachers should ensure children receive a broad and balanced curriculum across the short, medium and long term. Children's experience of some aspects of learning can be too infrequent. This impacts children's progress in learning.
- Children develop skills for learning life and work through engaging with relevant, community-based learning linked to local contexts. For example, children in P6, supported by a local engineering firm, developed science, technology, engineering and mathematics skills through creating models and sharing them with the community at a local museum.
- Children at all stages benefit from regular experiences to take their learning outdoors. This provides them with opportunities to apply their learning in different contexts. For example, loose parts play supports children well to demonstrate their communication and team working skills. Teachers are using more regularly opportunities for outdoor learning such as using the local woodlands as a context for learning.
- Across the school, children are not yet receiving their full entitlement to two hours of high-quality physical education (PE) each week. Children's engagement and participation can be impacted by lessons which are too long. All teachers should ensure children experience learning in PE that is appropriate for their age and stage of development.
- All children learn French progressively from P1 to P7. Children working at second level also learn German and British Sign Language.

2.7 Partnerships: Impact on learners – parental engagement

- Parents benefit from warm and supportive relationships with school staff and say staff treat their child fairly and with respect.
- Most parents appreciate the opportunity to share in their child's learning through events such as open afternoons, reading cafes and transition information events. These events provide parents with a greater understanding of their child's learning and progress and how they can support their child at home. Parents benefit further from very regular updates through online platforms about their child's learning. A minority of parents would appreciate more events that help them understand how best to support their child's learning. As planned, the headteacher and staff should explore ways to enable more parents to attend family learning events.
- The active and engaged Craigiebarns Parent Partnership Group support school staff very well. This group works successfully to raise funds to support impactful learning and social experiences for children and families. In addition, the parent group provide funding to purchase additional resources. Recently, the parent partnership group raised funds to provide additional digital resources for children. In response to parental feedback, the headteacher plans to involve parents further in shaping the future direction of the school.

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, young people. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.1 Ensuring wellbeing, equality and inclusion

good

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Staff in all roles work together well to promote and support children's wellbeing. Children benefit from positive relationships with adults and other children. For example, younger children enjoy the support and encouragement from older children in the playground and during regular joint activities in class. The majority children in P4-7 children say that other children treat them fairly and with respect.
- Children are developing their understanding of their own and others' wellbeing. Most children have an awareness of wellbeing indicators and discuss successfully how these relate to their lives. A few children used the indicators recently to evaluate their own wellbeing with an adult who knows them well. Staff use this information well to plan appropriate supports. Senior leaders use a digital survey to gather children's views on different aspects of wellbeing and motivation. They are beginning to use this to inform school-wide decisions and planning to improve children's wellbeing. Teachers should continue to support children to build on their understanding of wellbeing and to practise applying related knowledge and skills.
- Most children talk about ways that they know how to keep safe at home, online and in the community. Older children have explored kitchen safety and demonstrate an understanding of digital safety. They explain actions such as strong passwords and not sharing identifiable information when gaming. Almost all children feel safe at school and state that they have a trusted adult that they can talk to if they feel worried. Younger children use well the 'talk to the teacher box' to alert the teacher to any worries or concerns they have. However, a few older children feel that this approach should be improved or a new strategy developed.
- Most children are well-behaved in class and in the playground. Almost all children name and use well a few strategies or tools to cope with strong emotions. A few children regulate their emotions with staff in a smaller, quiet room when they feel upset or want further support. They find this nurturing approach helpful. Teachers use well School-wide restorative approaches to support children to manage better their emotions and behaviour. This has led to a reduction of instances of serious disruptive or dysregulated behaviour. Senior leaders and a few staff demonstrate a strong understanding of nurturing approaches and trauma-informed practice. For example, children benefit from supportive scripts during times of heightened emotion. As planned, all staff should now deepen and apply consistently wellbeing related professional learning. This should help children to develop further skills and strategies which support their emotional wellbeing and resilience.

- Children are developing their understanding of children's rights well. They talk confidently about the UN Convention on the Rights of the Child (UNCRC) and are aware of an increasing number of the rights. Older children understand and articulate why it is important for children to have rights. Staff should support children to strengthen their understanding of rights further in relation to their lives and those of other children around the world. The school community is working together to embed rights-based approaches and is working towards further national accreditation. Senior leaders should support children, parents and staff to review and refine the school's positive relationship policy to align with this work.
- All children now have a range of wellbeing supports available in classrooms. For example, a soft calm space, visual supports and emotional check-ins. A few children benefit regularly from these when they are upset. An increasing number of children now receive targeted support within their classroom and alongside peers. For example, staff team-teaching during class lessons. In a few classes, teachers are applying knowledge from professional learning well which supports children to feel included and engage in class learning. For example, a few children are now better at regulating their behaviour and emotions when in class. However, inclusive practice is not yet of a consistent quality across the school. All staff need to develop inclusive practice further to improve outcomes for all children.
- Almost all children understand the importance of being active and making healthy choices. Older children have explored balanced healthy meals in class lessons. All children experience opportunities to be active, play and spend time outdoors. Most children participate in sports activities, supported by teachers and a range of partners. Children talk proudly about taking part in a recent school event linked with a national running community. Support staff offer small groups of children regular opportunities to walk, spend time in nature and play games outdoors. As a result, almost all children speak positively of their wellbeing experience in school. Staff should continue to support children's regular participation in sports and physical activity. This should help children to build confidence, social skills, and form healthy habits.
- Senior leaders and staff promote and raise children's awareness of anti-bullying messages and events at assemblies and in lessons. A few children, parents and staff feel that current approaches to address unkind and bullying behaviours could be improved further. Senior leaders should support the school community to revisit and develop further the school's anti-bullying policy and approaches. This should help everyone to understand fully what bullying behaviours are, how to report them and how they will be dealt with.
- Senior leaders and staff meet their statutory duties in relation to wellbeing, equality and inclusion. They understand and fulfil their responsibilities in relation to safeguarding and meeting the additional support needs of learners. Staff's approaches are embedded in legislation and national guidance, such as *Getting it Right for Every Child*.
- Senior leaders and staff know children and their families well and recognise individual challenges and barriers to learning. Support staff have positive relationships with children and provide care and encouragement. They use knowledge from training when helping children practise key skills in learning.
- A few children who require additional support with their learning need improved individualised support and planning to better meet their needs. As planned, the headteacher needs to clearly define roles and responsibilities for all staff involved in supporting children who require additional support with their learning. Staff should ensure targets within children's plans are

relevant and measurable. They need to provide detailed and evaluative information to indicate more clearly the progress children have made and their next steps. Senior leaders and staff should also develop how they monitor and evaluate the impact of support interventions over time to help ensure they select the most effective intervention for each child.

- Senior leaders and staff work with education colleagues well to provide specialist input and support for children with visual impairment and those who have English as an additional language. Children who are young carers receive regular support which helps them to feel connected and more confident with their learning. Last session, staff identified that around half of children who require additional support with their learning had participated in an extra-curricular activity. They worked with partners well to provide several clubs, using children's views to help plan the clubs on offer. As a result, most children who require additional support now participate in at least one extra-curricular club. This helps them to experience success and enjoyment as part of a wider group. Staff should continue to identify and address further any barriers to participation.
- Across the school, children are developing their awareness and understanding of diversity. They explore a range of themes through assemblies, project-based learning and health and wellbeing programmes. Children enjoyed a recent 'culture day' and say this event helped them to understand and appreciate other cultures and beliefs. They talk with pride about different languages used across the school community. A few older children are beginning to explore how equality and equity differ as part of work on school values. Staff should continue to develop all children's understanding of equalities and diversity across the school and wider community. This should help children to become confident discussing and challenging discrimination or intolerance relevant to their age or stage of development.

3.2 Raising attainment and achievement

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Overall attainment in literacy and numeracy is good. Most children in P1, P4 and P7 are achieving nationally expected CfE levels. A minority of children have the potential to achieve more. Most children who require additional support in their learning are making good progress towards their individual targets.

Attainment in literacy and English

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

Listening and talking

- At early level, most children listen attentively and take turns. They identify and generate rhyming words. They discuss their favourite stories. At first level, most children listen to others' opinions and talk and listen well during class and group discussions. They should now develop their skills in asking and responding to different kinds of questions. At second level, most children listen respectfully and share confidently their thoughts and opinions. They identify successfully some of the effective features of presenting. They should now build on the contributions of others, for example, by asking or answering questions, clarifying points or supporting others' opinions or ideas.

Reading

- At early level, children are developing their confidence in reading. They use their knowledge of letter sounds accurately to read simple words. They should further develop their knowledge of terminology such as title and author when exploring books. At first level, most children read with expression, describe the key features of books and discuss plot and characters, appropriate to their stage. They should now develop further their expression in reading aloud. At second level, children confidently discuss their favourite authors and are familiar with the different genres of reading, using appropriate terminology and justifying their choices. They use prediction and inference skills well. They should now develop their higher order reading skills, such as analysing and evaluating texts.
- Most children have access to a bright, organised school library in addition to individual class libraries. Most children speak positively of their regular access to the library and the time they have in class to read for pleasure. This is helping to develop a positive reading culture for children across the school.

Writing

- At early level, most children use their knowledge of letters and sounds to write simple words. They make good attempts to form letters accurately. At first level, most children spell common words accurately. They use their knowledge of grammar and connectives appropriately in their writing. They understand and use simple punctuation such as commas, exclamation marks and question marks. At first and second level, children benefit from daily writing opportunities to develop specific skills in writing. They use a range of descriptive language confidently in their writing. They now need to apply their writing skills across a wider range of genres and for different purposes.

Numeracy and mathematics

- Overall, children's progress in numeracy and mathematics is good. Across all stages, a minority of children are capable of achieving more. All children should be supported further to develop subject-specific mathematical language.

Number, money and measure

- Most children working at early level count confidently and recognise number sequences within 20. A few children recognise and count numbers beyond this. The majority add and subtract within 10 with ease. Most recognise odd and even numbers with increasing accuracy. Children are less confident recognising simple coins when using money. Most children working towards first level order successfully numbers to 1000. They solve addition and subtraction problems confidently with two-digit numbers. A significant minority of children are confident adding and subtracting 4-digit numbers. Children are less confident using appropriate mathematical language to explain how to solve a problem. Children working towards second level use a range of strategies accurately to solve simple addition, subtraction, multiplication and division problems. They are not yet confident when solving multi-step problems. Across all stages, children would benefit from quicker recall of number facts, especially multiplication facts. This should support children to better apply their mathematical knowledge in real life contexts.

Shape, position and movement

- Children working at early level recognise and name successfully a range of two-dimensional (2D) shapes and simple three-dimensional (3D) objects. They use positional language such as in front, behind, beside with increasing confidence to give directions and describe positions. Most children need to develop their understanding of the concept of left and right. Children working towards first level demonstrate well their understanding of positional language associated with direction and turning. They identify correctly right angles in the world around them. They identify lines of symmetry in pictures and shapes confidently using symmetry to create reflections with ease. Children working towards second level recognise a wide range of 2D shapes accurately and are developing confidence in describing the properties of less common 3D objects. They are less confident at calculating the perimeter and area of more complex 2D shapes. Across the school, children need to use correct mathematical language related to shape, position and movement.

Information handling

- At early level, children collect a range of data and objects and sort these into sets. They are developing their ability to represent data pictorially. At first and second level, children collect, organise and display data confidently using a range of charts, graphs and diagrams. At first level, children read and display information successfully using bar graphs, line graphs and simple Venn diagrams. At second level, children display information confidently using bar and line graphs. Most children understand and use data from Carroll diagrams. The majority of

children use pie charts to extract appropriate information. At all stages, children need further experience of using digital technology to present information.

Attainment over time

- The headteacher has gathered attainment data over time. Levels of CfE attainment in literacy and numeracy have remained steady over recent years. There is a slight dip in the number of children attaining first level by the end of P4. Senior leaders analyse appropriately attainment data over time for groups and cohorts. Senior leaders and staff now use attainment information increasingly well to plan targeted interventions. They now need to ensure that strategies and interventions to raise attainment are robustly evaluated. This should support senior leaders and staff to select and embed the approaches that will have the most effective impact on attainment.
- The school's overall attendance rate is 95.4% which 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. The headteacher monitors systematically the attendance of these children. She identifies barriers to attendance and works effectively with families, family support workers and teachers to support families. This impacts positively on these children, resulting in sustained, increasing levels of attendance.

Overall quality of learners' achievements

- Staff value children's achievements and share these through assemblies, achievement books and displays. Most children participate in a range of sports activities which support them to be healthy and develop skills in physical activity. As a result of this work, the school has been recognised through local and national awards and accreditation. A few children participate in sports at a national level and are rightly proud of their success. Staff should consider how to celebrate and encourage a greater range of children's achievements. This could include smaller life skills achievements such as tying shoelaces or cooking.
- Staff have developed a range of lunchtime and after school clubs which reflect the range of children's interests. For example, children attend a lunchtime singing club developing their musical skills to a high standard. Senior leaders track children's participation in clubs and activities in and out of school. They use this information well to plan opportunities for children who are at risk of missing out. As a next step, senior leaders and staff should help children to recognise and discuss more clearly the skills they are developing through their achievements.

Equity for all learners

- The headteacher consults with parents, staff and children about school spending decisions using PEF. Currently, senior leaders use this to employ additional staff to provide interventions to support children in literacy and numeracy. Senior leaders use PEF funding appropriately to provide universal expressive arts experiences to support children's engagement and attendance at school. There are early signs of the positive impact of this work. For example, this work is improving the attendance of individual and groups of children. Senior leaders should now strengthen approaches to planning and evaluating the use of PEF. This should include clearer aims and robust measures for success. This should help senior leaders to understand which interventions are most successful in narrowing the poverty-related attainment gap.
- Senior leaders and staff understand the socio-economic context of the school and local community well. They use their knowledge to inform plans to address inequity. This includes a

clear approach to reducing the cost of the school day. For example, the 'Craigiebarns cupboard' is available for all families to access foodstuffs. Children are provided with fruit, free of charge, at break times. Senior leaders work in partnership with a local outdoor residential provider to reduce costs for families. This has supported all children who wish to attend to do so. Senior leaders monitor children's attendance on excursions and outdoor residential experiences closely so that no child misses out due to financial circumstances. Senior leaders signpost families experiencing financial hardship to local community partners such as 'Dundee Bairns.' As a result, children and families feel supported and included in the school community.

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.