

Summarised inspection findings

Craiglockhart Primary School

The City of Edinburgh Council

10 February 2026

Key contextual information

Craiglockhart Primary School is a non-denominational primary school serving the Shandon area of East Edinburgh. At the time of inspection, the school roll consisted of 293 children across 12 classes. The headteacher has been in post for three years and is supported by a deputy headteacher and principal teacher.

The majority of children are registered for free school meals. Most children live in Scottish Index of Multiple Deprivation (SIMD) decile 5. The school reported that 42% of children have additional support needs (ASN), however only a few children require an individual support plan. Approximately, 20% of children have English as an additional language (EAL).

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	
■ All staff and children have created a warm, positive ethos across the school where diversity is valued and celebrated. The school's values of 'ready, respectful and kind' are embedded well, with most children consistently demonstrating these in their daily actions and interactions. ■ The headteacher ensures that the senior leadership team provides clear strategic direction, including supporting effectively those staff less confident with change. They have strengthened the school's capacity for improvement which is having a positive impact on outcomes for learners. Senior leaders support teachers well to engage with How good is our school? 4th edition to identify the school's strengths and next steps. They correctly identify areas for improvement and create plans with clear actions. Most staff take an active role in implementing the school improvement plan, including collectively reviewing progress against priorities. Senior leaders, in partnership with the local authority, provide professional learning for staff that supports improvement. For example, teachers' professional learning on quality questioning has improved classroom dialogue. Most teachers successfully challenge children's thinking. Senior leaders should continue to work with staff to develop further the school's capacity for change in order to increase the pace of improvement. ■ Senior leaders have gradually introduced quality assurance processes at an appropriate pace for staff. They meet with groups of children, monitor children's work and review progress in learning in collaboration with teachers. Senior leaders visit classrooms and engage staff in professional dialogue focused on improving practice in learning and teaching. They share with staff an overview of the outcomes of their monitoring activities. This enables staff to understand strengths and areas for improvement as a whole school. Senior leaders should now build on this positive start by adopting a more rigorous approach to assuring the quality of	

learning, teaching and assessment. They should provide clear, actionable feedback to individual teachers and monitor progress towards agreed next steps. This will ensure teachers receive effective guidance and support to further improve outcomes for children. Furthermore, senior leaders should provide opportunities for teachers to observe learning and teaching within other settings. This will promote sharing of effective practice and support teachers' continuous professional learning.

- Senior leaders have created a culture where staff feel trusted and supported to lead improvements. This has resulted in increasing numbers of staff volunteering to take responsibility for aspects of school improvement and contributing well to wider school life. For example, the 'digital lead' provides helpful guidance and resources to teachers in using technology to support learning. As a result, teachers are increasingly confident in using digital tools, resulting in more engaging and interactive learning for children. A minority of teachers work collaboratively with children to plan and implement priorities for school improvement. Senior leaders should create additional opportunities for all staff to lead improvement initiatives and share effective practice. This has the potential to strengthen further the school's collaborative culture.
- Across the school, a minority of children develop leadership skills well through pupil groups and house captain roles. Working collaboratively, they develop helpful action plans to take forward their specific focus areas. They share ideas and progress with their peers at assemblies and take decisions that lead to positive change within the school. For example, children in the newly formed equalities group promote diversity successfully within the school community by celebrating different cultures. As a result, most children now appreciate and understand their diverse community better and celebrate it enthusiastically. Children are proud of the impact of their work and can describe the leadership skills they are developing.
- Ably led by senior leaders, teachers work collaboratively to improve learning, teaching and assessment. They created a 'graffiti wall' that highlights high-quality learning and teaching approaches well. This has given teachers a clear understanding of what a high-quality lesson looks like. As a result, the quality of teaching is becoming more consistent, and children's learning experiences are improving. Senior leaders should proceed with plans to ensure greater consistency in learning, teaching and assessment across the school.
- Senior leaders and staff know children and families well. They understand the socio-economic context of their community and use this knowledge effectively to support children. Senior leaders have a clear strategy for raising attainment. They recognise that improving learning, teaching and assessment will raise attainment for all children, including those impacted by poverty. In addition, they provide targeted support through Pupil Equity Funding (PEF), including the well-planned deployment of pupil support assistants. Senior leaders should now consider how to involve parents more meaningfully in school improvement planning, including decisions about the use and impact of PEF.

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

- Senior leaders and staff ensure a calm, welcoming, and friendly ethos for children and families. Relationships between children and staff are strong, and most children interact well, showing kindness towards peers, visitors, and adults. Overall, behaviour across the school is very positive. A few children occasionally exhibit minor disruptive behaviours. However, staff handle these instances promptly and effectively to ensure learning continues smoothly.
- Staff work well collaboratively to review learning spaces. Staff's engagement in professional learning has strengthened their knowledge and understanding in designing environments that include the resources and breakout spaces necessary to support children's independence. Teachers provide daily timetables to help children understand the planned learning activities. They use displays well to celebrate children's achievements, provide helpful learning prompts, and showcase current learning, including high-quality artwork. These approaches create a consistent and supportive environment for children to learn. As a result, most children are motivated to learn and enjoy being at school.
- The headteacher has supported teachers very well to develop their understanding of the key features of an effective lesson. As a result, in almost all lessons, teachers provide clear instructions and explain tasks successfully. This is supporting children effectively to understand and engage in their learning. Most teachers use questioning very well to check for understanding. The majority of teachers use questions effectively to challenge and extend children's thinking. This supports children well to explain and justify their answers.
- In almost all lessons, teachers share the purpose of learning with children and what they need to do to be successful. In a few lessons, children help to co-create their steps to success. This helps children reflect successfully on how they can improve their work. In a few lessons, teachers involve children in the selection of contexts for learning within their class topics. Senior leaders should now ensure that this effective practice is shared across the school.
- Across the school, most children work confidently in pairs, small groups and independently. During learning, tasks are well matched to the majority of children's needs and abilities. However, children can become disengaged when tasks are not sufficiently challenging or when too much time is allocated to a task. Teachers now need to improve the level of support and challenge for a minority of children across the school. There is a need to ensure that all children are included and contribute fully to learning experiences.

- Teachers at the early level have made a strong start to implementing play-based learning. Teachers have developed well their classroom environments to offer an increasing range of motivating play experiences. Their approaches provide a good balance of teacher-led and child-led learning. Teachers respond well to children's interests. To build on this positive start, teachers should monitor how effectively children engage with all classroom areas to ensure breadth and depth of learning. Teachers are developing their observations of children's play to inform next steps in learning. Staff should continue to engage with national guidance to refine the school's Play and Learning policy. Staff should continue to strengthen their understanding of how to plan high-quality interactions, spaces, and experiences that maximise children's progress.
- Teachers use digital technology well across the school to enhance learning and engagement. Children access a wide range of appropriate digital applications to support their learning. They have choice in using digital tools when developing their skills in reading and writing. Teachers have engaged in purposeful professional learning to strengthen their digital skills. This has resulted in their improved confidence in integrating these skills into children's learning. All children in P6 and P7 use individual devices confidently for tasks such as editing text, conducting research, completing and creating quizzes and presenting data in graphs. These approaches motivate learners and deepen their understanding across the curriculum.
- In most lessons, teachers encourage children to reflect on their prior learning. This helps children make connections and build successfully on what they already know. A few teachers use formative assessment strategies effectively to monitor progress and support next steps. Most teachers provide constructive verbal feedback during lessons. This helps children to understand their strengths and what they need to do to improve. In a few classes, teachers provide children with effective written feedback that links closely to the purpose of the lesson. This helps children understand how to be successful.
- Senior leaders have recently introduced a useful assessment calendar that clearly outlines when key assessments should take place throughout the school year. Teachers are building confidence in using these assessments, allowing children to show and apply learning in different contexts. Teachers are at the early stages of using attainment data to plan next steps in learning to meet well all children's needs. Senior leaders are actively supporting teachers to use assessment information systematically to help them plan for all children and address gaps in learning.
- Teachers use a range of documents to plan learning across the curriculum. They make effective use of short, medium and long-term planning to meets the needs of most children. Teachers have worked with colleagues across the learning community and this is strengthening their assessment of children's progress in reading. A few teachers use national Benchmarks, and a wider range of evidence to assess more accurately the progress children are making in other areas of the curriculum. Senior leaders should continue to support teachers' understanding of national standards across all areas of the curriculum, including numeracy and wider aspects of literacy.
- Senior leaders meet with teachers termly through attainment and planning meetings. These meetings are becoming more focused on successes, and the progress individual children are making in their learning. Teachers are increasingly confident in discussing learners' progress. They identify children who are off track, on track or exceeding expectations. They agree

interventions to support individuals or small groups of children. Senior leaders should continue to develop their use of the local authority tracking system. This should support them to identify further any trends and patterns for individual children and for specific groups of children such as EAL, ASN and through SIMD.

2.2 Curriculum: Learning pathways

- All teachers are developing further their use of local authority progression pathways for literacy and numeracy. These pathways use Curriculum for Excellence (CfE) experiences and outcomes and national Benchmarks to support planning. As a result, teachers are developing a better understanding of the progress that children are expected to make in literacy and numeracy. Teachers use a health and wellbeing programme to ensure a consistent and progressive learning experience for all children. Senior leaders and teachers recently introduced progression pathways for French, music and physical education (PE). However, clear progression in children's learning across all curriculum areas is not yet fully evident. As planned, teachers should work together to develop pathways and planning approaches for all areas of the curriculum. This is needed to ensure progression, breadth, and depth for all learners, supporting further sustained progress in learning across the school.
- All children are receiving their entitlement in line with the national '1 + 2' approach to modern languages. Children in P1 to P7 learn French. In addition, children from P5 to P7 learn Mandarin from a native speaker. This is helping children develop their language skills and cultural awareness.
- All children receive their full entitlement to religious education. Children are developing well their understanding of different faiths and religious festivals. For example, P4 children have had the opportunity to visit the local church and local mosque. They use their knowledge effectively to celebrate the diversity within the wider school community. Senior leaders and teachers should work to develop children's knowledge of world religions in a progressive manner.
- All children are receiving two hours of high-quality PE each week in line with their CfE entitlements. PE lessons take place indoors and outside.
- The majority of children benefit from regular outdoor learning experiences. Senior leaders and teachers should continue with plans to create a progressive pathway to enhance children's outdoor learning experiences. This will enhance further the quality of outdoor learning sessions.
- Senior leaders have worked successfully with parents to develop a well-organised library which engages children effectively to read. Children request books that they are interested in and there is a range of texts which reflect the diverse school population. The school library contributes to the strong reading culture across the school, where a love of reading is firmly embedded. Senior leaders should proceed with plans to extend the work of the junior librarians, including leading book groups for children across the school.
- All children in P6 and P7 participate in purposeful enterprise activities, supported by funding provided by the Parent and Carer Council. Children develop well their skills for life and work through these meaningful learning experiences. They bid for funding, advertise and consider profit and loss while raising funds for the P7 residential experience. Children speak highly of the benefits of these activities.

2.7 Partnerships: Impact on learners – parental engagement

- Senior leaders share a range of helpful communication with parents. They send weekly updates and reminders through the 'Friday Flyer,' and the headteacher's monthly newsletter. Senior leaders publish a calendar of events on the school website and provide termly class newsletters that outline planned learning for children. This includes useful suggestions on how parents and carers can support children's learning at home. Senior leaders share a parent-friendly version of the school's improvement priorities. This helps keep families informed of planned changes and improvements. Parents value receiving regular communication but have different preferences for how information is provided. Senior leaders should collaborate with the Parent and Carer Council to consult with all parents to review and agree the most effective forms of communication. This should ensure that the communication between school and home is further enhanced.
- Across the school year, children and staff host a range of open events to provide parents and carers with opportunities to visit the school. For example, House Captains organise a fundraising charity coffee morning, and children perform for families during music performances and at a Scots afternoon celebration. These experiences help build positive relationships with families and promote a strong sense of belonging.
- The Parent and Carer Council actively support the work of the school. Parents and carers have developed an informative website to share their activities and update information on playground noticeboards. Almost all parents feel that they are kept up to date with the work of the Parent and Carer Council. They organise a range of after-school clubs and fundraising events throughout the year to provide enjoyable experiences for children. The Parent and Carer Council equalities' leader promotes diversity successfully. They arrange helpful family learning sessions which raise families' awareness of how to support their children's learning and wellbeing. This is supporting families to develop a deeper understanding of diversity and the important role it plays in ensuring everyone feels they belong.

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

- All children learn in a calm environment. Across the school, relationships between children and staff, and children and their peers are positive. Children are proud of their school and are polite and welcoming to visitors. Almost all children show an understanding of the school values and mirror these values in their behaviour. Children who exemplify the school's values take pride in being recognised as 'values champions'. This helps to motivate others to uphold these values.
- Ably supported by senior leaders, all teachers have begun to use inclusive classroom approaches to regularly audit their classroom environment. For example, teachers provide spaces where children can de-stress and refocus. These approaches support children to regulate their behaviour successfully and improve their focus and readiness to learn.
- Most children have a strong understanding of the wellbeing indicators. Children learn about each indicator and how this relates to their own wellbeing. As a result, children confidently describe how each of the indicators apply to their everyday life. All children take responsibility for assessing their wellbeing once per year using wellbeing webs, with class teachers responding to any concerns. Teachers should provide children with more opportunities to assess their wellbeing throughout the year to ensure timely support. This has the potential to help staff identify patterns and trends in children's wellbeing needs across the school.
- Almost all children across the school use the school charters displayed in classrooms and communal areas to help them make positive choices. The charters link the United Nations Convention on the Rights of the Child (UNCRC) to the school's expectations for children and adults. A pupil leadership group is at the early stages of planning how to promote knowledge and understanding of children's rights across the school. As planned, staff should strengthen further children's understanding of UNCRC articles and how these apply to daily life. This should empower children further as rights-respecting citizens.
- Teachers support children to reflect on their mental, social, emotional and physical wellbeing effectively through a whole school resilience programme. They support children well to develop key strategies that build their resilience. For example, most children learn how to keep connected with friends and resolve conflict. They share their understanding with others at

assemblies. Staff use conversation starters and a flow chart as part of a whole school policy to support effective learning, teaching and behaviour well. This enables most children to resolve relationship issues with increasing independence, strengthening their emotional regulation and peer relationships.

- Children across the school are supported effectively to develop active lifestyle choices. Teachers have introduced a progressive PE pathway to provide children with a breadth of experiences appropriate to their age and stage. As a result, children's skills in athletics, dance, gymnastics and team games are developing well. This is helping to build their confidence and physical competence. Most children benefit from opportunities to take part in activities beyond the school day such as football, basketball and table tennis clubs. As a result, most children feel the school offers regular opportunities for exercise and helps them to understand the positive impact of having an active lifestyle on mental wellbeing.
- Children across the school benefit from well-planned transition programmes that promote wellbeing and inclusion. For example, children starting P1 take part in a structured programme of visits to prepare for their new learning environment. This includes enhanced individual visits for a few children where needed. Staff work effectively together, using pupil passports and summer visits to ensure continuity and reduce anxiety for children. Teachers collaborate well with cluster colleagues to support children moving to secondary school. For example, staff provide online lessons, team teaching with secondary staff, and transition days. Senior leaders and staff collaborate effectively with high school colleagues to share key information. This leads to smoother transitions and better support for children. As a result, almost all children settle well into their new environments, and their mental and emotional wellbeing is supported effectively.
- Senior leaders deliver the local authority's child protection training to all staff in accordance with local and national guidance. Most staff have a broad understanding of their responsibilities in promoting inclusion. Senior leaders should now deepen teachers' understanding of their role in ensuring all children's needs are met. For example, teachers should develop greater clarity about their responsibility to plan appropriate classroom supports for children who need additional help or challenge. Teachers need to monitor the impact of these supports to ensure every child is able to participate fully and progress effectively in class lessons.
- Senior leaders meet regularly with teachers, parents and other relevant professionals to evaluate the progress of individual children who need extra support. They review progress against targets and agree next steps for children in their learning. This allows staff to identify gaps in learning and provide additional, targeted help from support staff and support for learning teachers. Senior leaders have correctly identified the need for targets within children's support plans to be more time-specific and measurable to track progress effectively.
- Senior leaders meet weekly with support for learning staff and regularly with all support staff. This has resulted in support staff using highly effective strategies to build children's readiness for learning, leading to improving engagement and progress for children requiring additional support.

- Children, staff and parents are very proud of the diversity in their school community. Staff and children recognise and celebrate the different languages spoken by families, and the range of cultures in the school community. The front foyer of the school and classroom doors proudly display the range of languages spoken in each class. Children in the equalities leadership group have introduced a popular 'language of the month'. Children enthusiastically play a lead role in teaching others basic phrases of the languages that they speak. This is encouraging children to understand very successfully the diverse community they live in.

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. In June 2025, most children achieved nationally expected CfE levels in reading, listening and talking, and numeracy. The majority of children achieved expected CfE levels in writing. Across the school, a few children exceed expectations for their age and stage. A few children could be attaining more. Most children who require additional support with their learning, including those who have EAL, make good progress towards their individual targets.

Attainment in literacy and English

- In reading, and listening and talking, most children make good progress. In writing, most children make satisfactory progress.

Listening and talking

- At early level, most children listen well to an adult and follow simple instructions. At first level, most children ask and answer questions on a text correctly, justifying their response by sharing detail from the passage. Children at first level need to be supported to develop a clearer understanding of the tools required to be an effective listener and contributor. At second level, most children share enthusiastically their preference for authors and genre. They list a few skills required when presenting to an audience. At second level, children require support to recognise the skills they use when talking and listening in different contexts. Across all levels, children now need opportunities to apply their skills to a wider range of contexts and purposes.

Reading

- At early level, most children read simple words and sentences. A few children need more practice reading simple words before progressing to words with consonant clusters. At first level, most children read fluently and can discuss appropriate strategies to help them read and decode unfamiliar words and passages. Children at first level should use their knowledge of punctuation to begin to add expression when reading aloud. At second level, most children have a strong understanding of inference and use clues from the text to justify their contributions to a discussion. They now need to apply these skills to texts which include more complex themes and subject specific vocabulary.

Writing

- At early level, most children are developing correct formation of letters and writing simple words. A few children are now ready to be supported to write simple sentences and use their knowledge of sounds to write new vocabulary. At first level, the majority of children write sentences to convey information and share ideas. They have a strong understanding of the tools for writing and use familiar joining words to extend their sentences. Children at first level need more support to improve letter formation, presentation, and strengthen recall of spelling rules to tackle unfamiliar words. In addition, they should be encouraged to use punctuation in their writing, such as exclamation marks and commas. At second level, the majority of children write well-structured texts with sentences that are well punctuated. They include a few features of writing, appropriate to the text, such as headings. They should develop further their knowledge of features of different genres. Children at first and second levels now need to write at increasing length and for a wider range of purposes and audiences. Children are currently not able to demonstrate their skills within the contexts and purposes for writing that are provided for them.

Numeracy and mathematics

- Most children are making good progress in numeracy and mathematics. A few children could be making better progress.

Number, money and measure

- At early level, most children recognise coins up to £2 and confidently use coins and notes in play to pay for items. At first level, most children have a good understanding of place value. They complete addition and subtraction calculations well using a range of strategies. They require more support to work out mental calculations with greater speed and accuracy. At second level, most children confidently apply multiplication, division, and percentage calculations, for example when working out the sale price of an item. They apply their measurement skills well to calculate area and perimeter of shapes. Across the school, children need more opportunities to undertake written calculations and record them using the correct layout.

Shape, position and movement

- At early level, most children understand the language of position and direction and demonstrate this confidently during games and activities. A few need more practice at naming simple shapes. At first level, most children describe accurately the properties of two-dimensional (2D) shapes and three-dimensional (3D) objects. At second level, most children use correct mathematical language to identify angles. They understand the link between compass points and angles. Children at first and second levels would benefit from extending these skills in real life contexts and in outdoor learning.

Information handling

- Across the school children are able to demonstrate an appropriate understanding of information handling, relevant to their age and stage. Children carry out their own real-life surveys and use a variety of different methods to display data. Children who have achieved second level are able to collect data using tally marks, create bar charts and analyse this information using digital tools effectively. Children across all levels are ready to work with more complex data sets.

Attainment over time

- Attendance is currently 95.7% and is consistently above the national average, with zero exclusions. The headteacher works effectively with families and partners to address persistent absence. Targeted support has led to marked improvements, with a minority of children increasing attendance at school to above 85%. Overall, the proportion of children with attendance below 85% has more than halved, and instances of late coming have reduced. A few children are on part-time timetables which are reviewed regularly. The time that these children spend in school has increased as a result of review meetings. This approach has helped a few children engage positively with school and increase their learning time.
- The majority of children who have EAL achieve expected levels of attainment in literacy and numeracy. In the last year, 50% of children who have EAL have accelerated their progress as a result of interventions and are now on track to achieve national expectations in literacy and numeracy.
- Senior leaders have established a range of systems to monitor the progress of cohorts, classes and individuals in literacy and numeracy over time. Attainment data in literacy and numeracy diminishes over time from early to first level. However, attainment improves for cohorts of children as they move through the school. Across the school, a few children are making accelerated progress as a result of well-planned, targeted support. Senior leaders are improving the rigour around termly tracking meetings which is building teachers' confidence to analyse assessment information and attainment data. They should continue to build the accuracy of teachers' professional judgements to ensure they are fully robust and reliable.

Overall quality of learners' achievements

- Staff celebrate children's achievements through assemblies, displays, and certificates. Staff recognise success through 'star of the week'. House captains reviewed and refreshed house systems. This has resulted in rewards for children's positive behaviour and contributions to learning being administered more consistently. Staff use assemblies actively to help children understand their role in the school community and to take pride in individual and group achievements. Teachers track children's achievement to ensure no one misses out on these important experiences.
- Most children engage in a range of out-of-class experiences including sports and the performing arts. For example, most children participate in lunchtime and after-school clubs including dance, Spanish and judo. These activities are organised and supported very well by the Parent and Carer Council. In addition, the local authority Active Schools coordinators provide netball and table tennis clubs. Teachers, supported very effectively by a music specialist, enable all children to perform at community events such as open evenings and the recent 'Craiglockhart's Got Talent' event.
- A minority of children contribute well to aspects of the school's work around equalities, sustainability and children's rights. A minority of children take on leadership roles such as house captains, library leaders and junior road safety officers. Senior leaders should identify ways to support all children in developing these important leadership skills, ensuring wider participation. All children in P6 and P7 support younger children well. For example, children in P7 warmly welcome nursery children before starting school and talk to them about the many

exciting aspects of school life. Children value these leadership roles and speak positively about the responsibility they feel and the skills they are developing.

Equity for all learners

- Senior leaders and staff know the socio-economic context of the community well. They have built trusted relationships with families. They ensure all children access trips and clubs, regardless of financial position. Senior leaders, in partnership with the Parent and Carer Council, reduce the cost of the school day effectively. This includes initiatives such as providing a free uniform bank for families to access and organising a Christmas jumper swap.
- The headteacher uses Pupil Equity Funding (PEF) to provide increased staffing to help children who require additional support in their learning. Staff work effectively to plan and deliver interventions which support children's progress in learning. Staff delivering interventions use a range of helpful data to measure the impact of their work. As a result, good progress is being made in reducing poverty-related attainment gaps.

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.