

Summarised inspection findings

Dalmellington Primary School

East Ayrshire Council

28 April 2026

Key contextual information

Dalmellington Primary School and Early Childhood Centre (ECC) is located in the rural village of Dalmellington, in the Doon Valley in East Ayrshire. The school and ECC share a campus with a secondary school and the community leisure centre.

The school roll is 96 children across five multi-stage classes. In recent months, the school roll has increased as a result of placing requests from within and out with the local authority. Fifteen percent of children have joined the school since the start of the current academic session.

Sixty-eight percent of children reside in deciles 1 and 2 of the Scottish Index of Multiple Deprivation (SIMD). Thirty-two percent of children reside in SIMD deciles 3 to 5. Thirty-eight percent of children require additional support with aspects of their learning.

The headteacher joined the school in an acting position in April 2025 and became permanent in August 2025. The headteacher is supported by a depute headteacher. The staff team comprises of four full-time equivalent (FTE) teachers, a 0.8 FTE teacher and a newly qualified teacher. Four members of the teaching staff joined the school this academic session. The school has one part-time and two full-time classroom assistants.

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 has a highly effective approach to improving the work of the school. She uses a range of evaluative evidence and attainment data very effectively to identify key areas for improvement. The headteacher works in close collaboration with all staff to take forward improvements in a collegiate, reflective and inclusive manner. She has established robust processes and systems which ensure that leadership of change is methodical, manageable and leading to improved outcomes for children.
- The school community established their vision, values and aims in 2021. The agreed values are 'aspiration, achieving, caring, respect, happiness and teamwork.' Almost all staff feel that the vision and values underpin their work. They model the values successfully in their interactions with children and with each other. The headteacher introduced a 'child-friendly' version of the vision and values in 2025 and raised successfully the profile of this important aspect of the school's work. Staff discuss the values with children in well-planned, focused assemblies. As a result of these approaches, almost all children know and demonstrate the school values and explain why they are important. Almost all staff feel valued as part of the school community and almost all children feel that staff treat them fairly and with respect. The ethos of the school is calm, nurturing and happy.
- The headteacher and depute headteacher work in close partnership with each other and provide strong, consistent and supportive leadership for the school community. They have clearly defined remits and use their skills and expertise very well to lead successfully specific aspects of the work of the school. These include improving support for children who require additional assistance and improving consistency of approaches to learning and teaching. They are very responsive to the needs of children, staff and families. Almost all staff and parents feel that the school is well led and managed.
- Almost all staff are involved in evaluating the work of the school. Senior leaders support teachers to use How Good Is Our School (4th edition) to reflect on what is working well and where improvement is required. They reflect this clearly in the school improvement plan. They ask support staff to provide feedback on the impact of interventions. Children and parents have regular opportunities to share their views and most feel that staff take their views into account when initiating change and improvement. Senior leaders should continue with their plans to involve all parents and children more fully in evaluating the work of the school.
- Senior leaders have established a comprehensive calendar of quality assurance activities. They review children's work, track attainment, observe lessons and engage in dialogue with focus

groups of children. They provide teachers with detailed, individual feedback and collate the strengths and areas for development across the school. This helps to inform plans for improvement. For example, in response to feedback, staff worked together to create and implement an agreed lesson structure. This approach is having a positive impact on the quality and consistency of learning and teaching across the school. Senior leaders should now build on this and consider how they can best support teachers to improve aspects of mid-and long-term planning for learning.

- The headteacher has a strong commitment to facilitating and encouraging staff leadership. All teachers take responsibility for supporting a pupil leadership group. They help children to formulate action plans, lead initiatives and plan events. Most teachers also lead enthusiastically on an aspect of the curriculum such as science, literacy and outdoor learning. They engage in relevant professional learning, carry out small tests of change and develop resources and guidance for colleagues. A minority of teachers also have leadership roles outwith the school. They support colleagues across the local authority in areas such as writing and the use of digital technology. All teachers engage in a shared professional enquiry that is supporting their understanding of the impact of trauma. Support staff take increasing responsibility for leading targeted initiatives to assist children with aspects of their learning. Senior leaders should now consider how to involve support staff more fully in other areas of leadership across the school. Overall, staff feel confident and empowered within their leadership roles. They are proud of their contribution to leading improvements which are building staff capacity and having a positive impact on outcomes for children.
- All older children are involved actively in leading aspects of school improvement. They participate eagerly in a range of leadership groups that focus on promoting issues such as rights-based learning, global goals, health and wellbeing and digital learning. They also take on leadership roles as road safety officers, buddies and house leaders. Staff should now support children to evaluate more fully the impact of their leadership groups and individual responsibilities on improving their school. Younger children are increasingly involved in supporting the school's work on sustainability and raising awareness of climate issues. Staff should build on this positive start and provide younger children with increased opportunities to influence and lead change and improvement within the school. Pupil leadership responsibilities help children to develop skills including planning, communication and collaboration and have a positive impact on children's learning experiences across the school. Children are proud of their contribution to improvement.
- The Parent Council is highly supportive of the school and plays an important role in reducing the cost of the school day for children. The headteacher informs the Parent Council of improvement priorities and the use of Pupil Equity Funding (PEF) and provides regular updates on progress. Senior leaders should develop further their approaches to consulting with the whole school community about school improvement and PEF to increase parental participation in this process.

2.3 Learning, teaching and assessment

good

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

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

- Across the school there is a calm and nurturing ethos. All staff work together very well to include all children in the life and work of the school. Children are very friendly and polite to staff, each other and visitors. The school values are evident in practice and relationships across the school are very positive. Children benefit from very nurturing approaches which help them engage in their learning and achieve success. The overall standard of behaviour is very high.
- Staff have created clear expectations for learning and teaching through an “excellent lesson” model which is underpinned by the school’s values and children’s rights. This is leading to consistent high-quality approaches to learning and teaching in almost all lessons. In almost all lessons, teachers explain effectively the purpose of learning and share the steps the children need to be successful. In the best examples, children co-create relevant measures of success. Teachers should continue to develop this across the school and encourage more children to contribute to the identification of steps to success.
- In almost all lessons, teachers give clear and helpful explanations. In most lessons, teachers use questioning well to check for understanding and recall. In a few lessons, teachers use higher order questioning to encourage children to think more deeply. Teachers should continue to develop their questioning skills to support children’s deeper learning. Increasingly, teachers and children are referring to the skills children are developing for life and work. Teachers should build on this positive start and continue to reference regularly these skills during learning activities in class to help children link them explicitly to learning, life and work.
- Almost all teachers have benefited from professional learning and feedback on the use of differentiation. They are developing well their use of assessment evidence and knowledge of children’s prior learning. This is helping them to set activities in literacy and numeracy at the correct level of difficulty. They offer individuals and groups appropriate levels of support and challenge through use of resources, tasks and intended outcomes. In most classes, flexible grouping and effective deployment of support staff, contribute very well to the progress that children make in their learning. In almost all lessons, learning experiences are well matched to children’s needs.
- Almost all teachers use agreed formative assessment strategies well. In most lessons, children receive skill-specific feedback to support them in their next steps in learning. Children self-assess their work and are increasingly involved in peer-assessment. In the best examples

children link self- and peer-assessment to the agreed steps to success. Staff should now extend this approach across the school.

- In most lessons, teachers use digital devices well to engage children in their learning. Almost all teachers use effectively interactive boards to support learning and teaching. Older children have access to a range of devices to support them in completing written tasks. Younger children use technology to capture their learning in photographs and to engage in online games linked to their current learning in literacy and numeracy. As planned, teachers should continue to fully develop the range of digital skills that children develop to support creativity and problem solving across the curriculum.
- All children access high-quality outdoor learning, making effective use of the local environment and community to support their learning across the curriculum. For example, younger children gather materials and create 'dens.' Children at first and second level develop their skills in using tools outdoors to create artwork. Children at P7 participate in an outdoor residential experience which develops their confidence and team skills. These approaches support children to engage actively in their learning.
- Staff in the early years are developing successfully their approaches to play pedagogy. They have created a well-organised learning environment that encourages children to learn through play. Staff provide engaging learning opportunities and support children well to become independent learners. Children engage enthusiastically in purposeful play and are beginning to describe the skills they are developing. They would benefit from further experiences to explore and investigate using a greater range of open-ended resources. As staff continue to develop play pedagogy, they should work in partnership with colleagues within the ECC and engage further with national practice guidance. This should help them to support children to experience progressive learning across the early level.
- The headteacher has introduced a helpful assessment calendar which teachers use effectively to undertake a wide range of range of summative and diagnostic assessments throughout the year. Almost all teachers use effectively the range of assessment information gathered to inform planning of learning and next steps for children. This includes focused interventions, to improve literacy and numeracy skills. Teachers collate and record children's assessment evidence in individual folios. This helps them to review progress over time and to evaluate accurately the impact of interventions. As planned, senior leaders should now consider ways in which to assess progress in other curricular areas.
- Across the school, teachers consult with children when planning topics by asking them to consider what they know already and what they would like to learn. In a few classes, children have a strong influence in selecting the topics for study. Most children are ready to have more opportunities to influence the content of their own learning across the curriculum.
- Teachers plan over different timescales using experiences and outcomes from Curriculum for Excellence (CfE) and national Benchmarks. Senior leaders should now support staff to strengthen approaches to long-term and medium-term planning. This will help to avoid gaps in children's learning. Teachers are developing their approaches to planning activities that link learning across the curriculum. Moving forward, they should ensure that they incorporate appropriate breadth and relevant depth in their planning. This will help to ensure that they

provide children with learning that deepens their knowledge and understanding and offers sufficient challenge in learning.

- Teachers engage well in moderation activity within the school and the learning community. They collaborate effectively to create high-quality assessments to assess challenge and depth in learning within literacy and numeracy. Almost all staff engage well with national Benchmarks in literacy and numeracy, which is supporting the reliability of professional judgments about children's attainment. As planned, teachers should now develop moderation across other areas of the curriculum. This will continue to help to embed a deep and shared understanding of national standards.
- Senior leaders have developed rigorous systems to track children's progress and achievement in literacy, numeracy and aspects of wellbeing. They meet with teachers three times across the year to monitor attainment and address any factors that may be impacting on a child's progress and achievement. Staff take timely and effective action to plan appropriate interventions. They measure and evaluate the impact of these interventions over well-considered timescales. Most children make good progress in their learning.

2.2 Curriculum: Learning pathways

- Senior leaders and teachers use a range of local authority and school learning pathways to plan learning across CfE levels in all areas of the curriculum. Staff also work collaboratively to plan focus weeks of learning. For example, children participate in a range of activities to celebrate Scots language week, book week and mental wellbeing week. Staff should consider further ways in which they can use focus weeks to promote aspects of equality, diversity and inclusion.
- All children receive their entitlement to two hours of high-quality physical education. Staff and partners also develop children's physical fitness through activities, clubs and sporting events. These include the local swimming gala, cross country and athletics competitions and through partnership with Active Schools and community sports organisations. The school has achieved national accreditation in recognition of the sports activities offered to children.
- All children benefit from well-established weekly outdoor learning, maximising the use of the surrounding environment and local community. Teachers have developed a progressive plan and overview which supports them to deliver a skills-based programme in outdoor learning. This is helping children to develop a range of transferable skills in the outdoor environment.
- Staff work very well with local partners and community organisations to plan experiences which enhance children's learning. For example, children help create remembrance wreaths at the local florists and participate in Remembrance Sunday activities. Older children participate in planning and participating in a Burns supper for the local community. This is supporting children to develop their skills as responsible citizens.
- All children are receiving their entitlement to the 1+2 language programme. Children at all stages experience a progressive skills programme in French. Older children are exploring Spanish.
- All children access a broad and balanced Religious and Moral Education curriculum. This supports children to develop knowledge of Christianity and other world religions. Children experience planned religious observance with community partners.
- Senior leaders have a strong focus on planning effective transitions between ECC and P1. This ensures that children continue to make good progress as they move into P1. Carefully planned transitions take place between P6, P7 and secondary school. Children who need additional support with their learning experience well-planned extended transitions from P6. Primary staff work effectively with secondary staff to build curricular transitions. Children benefit from shared learning opportunities with the local secondary school, for example participating in a careers fayre and engaging with specialist staff in the delivery of science, technology, engineering and mathematics.

2.7 Partnerships: Impact on learners – parental engagement

- Almost all parents feel that staff know their child as an individual and that their child is looked after well at school. Staff communicate effectively with parents in a range of ways. For example, the headteacher provides a range of weekly updates through the school blog. An online application offers parents regular information about what their children have been learning and celebrates their achievements. The headteacher provides a termly newsletter and shares the school's news and achievements in the local community newspaper. These approaches help to ensure that parents are well-informed about the day-to-day life of the school.
- Parents are supportive of the school and value the information that staff share about their child's learning and progress. This includes termly overviews that detail children's learning. Parents welcome the opportunities they have to join 'sharing our learning' assemblies and open afternoons. These events support parents in understanding the curriculum their children access and how learning is experienced.
- The work of Parent Council impacts positively on the life of the school, ensuring children have a wide range of opportunities for participation and achievement. For example, the Parent Council raise funds to finance swimming lessons for all children in P1 to P7 and provide P7 leavers with commemorative sweatshirts.

2.1 Safeguarding

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

3.1 Ensuring wellbeing, equality and inclusion

very good

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- The school ethos promotes successfully wellbeing, equality and inclusion. Staff and children are consistently respectful and kind in their interactions with each other. Almost all children feel that staff help them to feel safe at school. Most feel that they have someone to talk to if they are upset or worried. Almost all parents feel that staff support their child's emotional wellbeing. The positive ethos supports children to feel included and be ready to learn.
- In 2025, staff refreshed the school's relationships policy and the health and wellbeing policy in consultation with children and parents. These documents outline the key components of the shared approach to promoting and sustaining positive relationships across the school. The policies clearly highlight the relevant links to the United Nations Convention on the Rights of the Child (UNCRC), the school values and Getting It Right for Every Child. They incorporate the range of approaches staff use effectively to support children's wellbeing, achievement and inclusion. Staff also developed a helpful flowchart, co-created by children, to help children understand the steps they can take to address any concerns about relationships with peers. As a result, staff, children and families are developing well their shared understanding of agreed approaches and strategies the school community uses to promote positive relationships. Staff should continue to build on this and embed the development work that has taken place this session.
- Almost all children support each other well in class and in the playground. The majority of children and parents feel that the school deals well with bullying and a minority haven't experienced it. Staff model positive relationships and take a consistent and restorative approach to helping children regulate emotions and manage disagreements with peers. Staff are increasingly skilled at supporting children who display dysregulated behaviour. They have introduced well-resourced calm corners in almost all classes, which children are confident to access independently. Almost all staff have a thorough knowledge of individual children's needs and understand the strategies that are most appropriate to use in different contexts. This effective whole school approach has contributed to the significant reduction of instances of distressed and dysregulated behaviour.
- All children review regularly their own wellbeing through self-evaluation and emotional check-ins. They complete at least one self-evaluation of their health and wellbeing at the start of the academic session. Senior leaders then meet with staff to discuss the results and plan support, considering carefully if a targeted intervention is the most appropriate approach. Senior leaders and staff review progress at regular intervals and determine if the intervention

should be continued, adapted or concluded. This has resulted in an increase in effective universal support for children and improved outcomes for their wellbeing. It has also led to a reduction of lengthy targeted interventions and more efficient and appropriate deployment of resources.

- Senior leaders and staff understand well their statutory duties. Senior leaders have put in place robust systems to monitor attendance and identify, address and review children's additional support. This helps them to respond effectively to children's health needs and ensure the safety and wellbeing of children. Senior leaders should ensure that they record all allegations of bullying in line with local and national guidance.
- Teachers use a progressive three-year curriculum framework effectively to plan learning across the health and wellbeing curriculum. This framework includes CfE experiences and outcomes, national Benchmarks, activities and materials from a range of sources and suggested assessments. Children are developing an appropriate understanding of emotional and physical wellbeing in a range of contexts. Moving forward, senior leaders and staff should consider how to help children develop further their understanding of important issues such as diversity, inclusion, equity, race and culture.
- Staff promote the UNCRC very well through assemblies and all classes have a class charter. The children's 'rights respecting squad' raise awareness of rights-based learning successfully across the school. Senior leaders support parents to develop their knowledge of children's rights and how the school is taking this forward. Almost all children have a sound understanding of their own rights and those of others and the school has received national accreditation for this achievement. Children are also developing well their understanding of sustainability through their work this session on global goals.
- Senior leaders have worked successfully together to review and revise approaches to managing, providing, evaluating additional support for learning. The new processes are clear, efficient and very well-structured. Senior leaders recently introduced an Additional Support Needs (ASN) calendar and ASN policy. These documents identify clearly the roles, responsibilities and commitments of everyone involved in assisting children with aspects of their learning and wellbeing. Staff, children and parents are increasingly involved in planning targets and reviewing progress. Staff should support them to build on this and deepen further the involvement of children and parents in identifying and evaluating strategies and resources that are beneficial. Staff have improved understanding of the staged intervention approach. They are developing well their skill and confidence when creating appropriate targets and providing clear evaluations of progress. Senior leaders track the impact of interventions carefully and monitor individual learning plans to ensure consistency and quality. This combined work is leading to a more efficient, streamlined and effective provision of additional support and is contributing very well to improving outcomes for children.
- Support staff benefit from highly relevant professional learning which helps them to provide effective assistance for children who require additional support. This includes training on the use of specific resources to support children's acquisition of core literacy and numeracy skills and improved understanding of children's emotional wellbeing. Support staff are developing important skills and feel increasingly confident, empowered and well-informed. This is building capacity across the team and having a positive impact on the effectiveness of the support they

provide to children. Almost all children who take part in targeted interventions make good progress.

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 across the school make good progress from prior levels of attainment. In June 2025, most children achieved expected levels of attainment at P1, P4 and P7.
- Almost all children who require support with aspects of their learning make good progress towards their individual targets in literacy and numeracy.

Attainment in literacy and English

- Attainment in all aspects of literacy at early level is very good. Attainment in reading and writing is satisfactory at first level and good at second level. At first and second level, attainment in talking and listening is very good.

Listening and talking

- At early level, almost all children take turns to contribute ideas and discussions. They listen to each other in play and make suggestions and share ideas. At first level, almost all children communicate well with adults and peers. They take turns and listen respectfully to one another. They describe features of effective listening and talking such as eye contact and listening carefully. At second level, almost all children make relevant suggestions, share views and build on each other's answers through discussion and debate. They describe a range of skills they use in listening and talking including body language, tone of voice and ways to engage the listener, for example the use of rhetorical questions. They identify clearly features of good presentation skills and ask well considered questions.

Reading

- At early level, almost all children use their growing knowledge of letters and sounds to read simple words. They are building their knowledge of sight vocabulary. At first level, the majority of children read with increasing fluency. They describe and justify their choices in reading and know the difference between fact and opinion. They should continue to develop their skills in reading with expression, using written punctuation to help them. At second level, most children discuss confidently the features of a range of genre. They describe the range of language skills they are developing and the strategies they use to develop these skills further.

Writing

- At early level, almost all children make good attempts to write simple words using their knowledge of sounds and letters. They write a sentence with a capital letter and a full stop. At first level, the majority of children are increasingly writing for a range of purposes. They use simple punctuation such as exclamation marks and question marks appropriate. At second level, most children describe in detail the techniques that writers use to engage the reader. They identify accurately features of writing such as similes, metaphors and onomatopoeia and can evidence this in their own writing. Children at first and second level require more challenge and opportunities to write for enjoyment to maximise their progress.
- Across the school most children would benefit from a greater focus on handwriting to ensure that they develop accurate letter formation from the outset and improve cursive writing skills.

Attainment in numeracy and mathematics

- Attainment in numeracy and mathematics is very good at early level, satisfactory at first level and good at second level.
- Across early, first and second level, attainment is stronger in numeracy than in mathematics. Staff should review approaches to planning to ensure an appropriate balance of mathematics learning across the year. They should also provide children with regular opportunities to revisit prior learning. This should help children to consolidate skills and concepts and help to raise attainment.

Number, money and measure

- At early level, almost all children calculate doubles in addition and solve simple subtraction equations within 10. They are less confident in identifying coins. At first level, the majority of children round whole numbers to the nearest ten and one hundred. They add three-digit whole numbers but are less certain when subtracting three-digit numbers and when estimating length and volume. At second level, most children use their knowledge of multiplication and division facts to solve calculations. They simplify fractions and identify equivalent fractions. They need more experience of multiplying by two-digit numbers and require support to develop their understanding of area and perimeter.

Shape, position and movement

- At early level, children identify two-dimensional (2D) shapes. They are less confident in identifying three-dimensional (3D) objects. At first level, the majority of children identify an appropriate range of 2D shapes and 3D objects. They need to develop their understanding of grid references, angles and symmetry. At second level, most children understand complementary angles and use coordinate notation. They are less confident when identifying the relationship between radius and diameter and identifying a range of common angles.

Information handling

- At early level, children use simple charts to interpret information displayed. They are less secure in using accurate mathematical language appropriate to their stage. At first level, the majority of children extract key information from a pictograph and identify a few ways to represent data. With support, they use mathematical vocabulary to describe the likelihood of events occurring in everyday situations. At second level, most children discuss the reliability of data and identify a range of ways to collect and present information, including the use of spreadsheets. They analyse and interpret information to answer questions.

Attainment over time

- In session 2024/25, the school's attendance was 93.6%. This was in line with the national average. The overall attendance has risen steadily over the last three years. The headteacher communicates clearly to all families, the importance of regular attendance at school. The headteacher follows local authority guidance and monitors attendance closely. If there are concerns, the headteacher works effectively in partnership with families to help reduce absence rates. Currently, there are no children on flexible or reduced timetables. The staff team have developed a range of inclusive and nurturing approaches. These are supporting children who have previously had low attendance to increase and sustain successfully their time in class and in school. There have not been any exclusions in recent years.
- Overall, attainment over time is good. Senior leaders and staff track carefully the progress of cohorts and groups of children. They carefully analyse attainment and take well-considered action to address any dips at specific stages or within specific areas. For example, senior leaders identified a dip in attainment in first level in writing and numeracy and implemented a range of appropriate interventions. This is having a positive impact on children's progress.

Overall quality of learners' achievements

- Senior leaders and staff place a strong emphasis on recognising children's achievements in and outwith school. Staff value and celebrate these achievements through regular assemblies, the school blog and displays. They recognise and celebrate sports successes, for example participation in the local swimming gala and athletic events. Senior leaders and staff track children's achievements and participation levels. They plan opportunities for children to access wider achievement opportunities. This is developing children's citizenship skills and enabling them to become effective contributors. Staff should now work with children to help them identify clearly the important skills they are developing through their participation in these activities.

Equity for all learners

- All staff have a clear understanding of the socio-economic context of the school community and the barriers that some children experience. They use a carefully considered framework to reduce the cost of the school day. For example, the school promotes "pre-loved" school uniform and provides all resources for learning free of charge. Staff provide free toast each morning for all children. Senior leaders should continue to explore ways to continue to reduce the cost of the school day.
- The headteacher uses PEF funding appropriately to provide additional staffing and purchase assessment resources. Staff deliver interventions in literacy, numeracy and wellbeing and develop pupil leadership groups. This supports achievement and participation. Staff use diagnostic assessments to analyse progress and identify appropriate interventions. Senior leaders and staff track carefully the impact of these interventions. They evidence clearly that they are making progress in closing 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.