

# Summarised inspection findings

**Clydemuir Primary School**

West Dunbartonshire Council

25 November 2025

## Key contextual information

Clydebank Primary School is a non-denominational school situated in the Dalmeir area of Clydebank, West Dunbartonshire.

The current roll is 127 children arranged across six classes. Almost all classes are mixed stage. The roll has been falling over the past few sessions because of changing demographics. The headteacher has been in post since January 2023 and is supported by a full time deputy headteacher, who has been in post for a similar time. There are a few temporary or new members of staff covering absence.

The majority of children live in Scottish Index of Multiple Deprivation (SIMD) deciles one and two, with the remainder residing in deciles three to five. At the time of inspection, 48% of children required additional support with their learning. Exclusions are generally in line with the national average.

### 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

- Staff and children demonstrate a strong understanding of the well-developed vision of 'fairness is flourishing, kindness is key and respect rules'. The school community feel a sense of shared ownership of the vision, which was created with their significant input and has evolved through ongoing reflection. The values of 'fairness, kindness, resilience, respect, and diversity' are evident in interactions. They underpin a highly positive and inclusive ethos across the school. Staff use the values very well to develop a respectful and calm learning environment. Children are articulate, proud of their school and very welcoming to visitors. Staff ensure the vision and values are highly visible and embedded in the daily life of the school, promoting them well in classes and assemblies.
- The headteacher provides very strong leadership and clear strategic direction to improve the school. The school community value greatly the headteacher's passion and enthusiasm for raising standards and expectations. The headteacher also leads change in improving numeracy across the local authority. Together with a highly-effective deputy headteacher, they form the senior leadership team. They work very well together and are greatly respected across the school. Senior leaders are committed to building the leadership capacity of staff and children, providing high levels of support and challenge. They have developed highly-effective systems, policies and processes which are impacting very well on children's learning and wellbeing. This includes, for example, successful developments in creating a data rich culture where staff use information effectively to support children's progress in learning.
- Senior leaders manage carefully the conditions for change, responding thoughtfully to stakeholder feedback. Most staff and the majority of parents report that the school is well led

and managed. The school community agree that staff have worked very hard to develop a vibrant environment and inclusive ethos. Staff feel that change is carefully planned, manageable, and has a clear purpose.

- Senior leaders have developed an impressive range of effective processes to gather stakeholder views to inform school improvement. A significant strength of the school's work is how children's voice is at the heart of the decision-making process. Children are consulted meaningfully on important decisions and new initiatives. They feel confident in offering suggestions which are taken on board to improve their school experience. Senior leaders use the How Good is OUR School learner participation toolkit to gather children's views on school improvement. As a result, almost all children agree that the school listens to their views. Almost all staff and the majority of parents agree that the school takes their views into account when making changes. Senior leaders should continue to inform the school community of how offering their views leads to change.
- The school improvement plan (SIP) is part of a continuous three-year cycle and aligns well with local and national priorities. Senior leaders ensure the SIP contains clear, ambitious and measurable targets for improvement. They use a wide range of high-quality evidence to inform priorities. The school community are consulted thoroughly on the plan and priorities for improvement are well understood by staff and children. Staff and parents are well placed to take a greater role in identifying improvement priorities earlier in the process.
- Across the school, children lead change effectively through specific roles or participation in learner leadership groups and committees. Supported well by staff, children devise clear action plans and take a very active role in leading school improvement. This includes, for example, a United Nations Convention on the Rights of the Child (UNCRC) group who promote the importance of children's rights which is improving the understanding of peers. Through the house system, older children lead as house captains, vice captains and prefects. These children plan challenges and events, raise funds, and promote success through the house system. This is contributing to the strong sense of community across the school. Children, through their leadership roles, have instigated significant improvements to outdoor facilities such as the playground. Children who lead a school improvement group have an important role in creating the SIP. They undertake surveys, take part in learning walks, develop policies and devise a child-friendly version of the SIP. Children, through their leadership roles, are having a significant input in influencing the set-up of learning environments, supporting the wellbeing of peers and improving classroom and outdoor learning experiences.
- All teaching staff are empowered to lead change through a number of opportunities such as the staff improvement groups. These groups are aligned closely to the SIP and focus on improvements to children's learning and wellbeing. The work of these groups has resulted in the highly nurturing ethos and improved planning processes for children who require additional support with their learning.
- Senior leaders have introduced rigorous processes to undertake a wide range of highly-impactful self-evaluation activities. This includes helpful calendars to plan activities that ensure self-evaluation activities achieve improvement priorities. Staff look outwardly regularly to inform their practice. Senior leaders should streamline further the self-evaluation processes. This includes continuing to refine the comprehensive and detailed standards and quality report to enhance the school community's understanding of the impact of improvement actions.
- Senior leaders have supported staff well to develop impactful processes to improve learning and teaching. This has resulted in staff working collaboratively to agree a shared understanding of how to deliver high-quality learning, teaching and assessment experiences

for children. The conditions are now favourable for staff to expand the scope of their leadership across all aspects of the school community.

- Staff's professional learning aligns very well to school improvement. This is balanced between individual development needs and achieving whole school improvement priorities. Senior leaders plan well-received development sessions for staff to work collaboratively to improve learners' experiences. Staff's professional learning has a very positive impact on classroom practice.
- A key strength of the school's work is how staff make decisions, allocate resources and ensure their interactions are thoughtfully underpinned by an acute understanding of the social and economic context of the school. Staff are attuned to the needs of children and display a high degree of compassion and sensitivity in supporting families. Senior leaders ensure that the Pupil Equity Fund is allocated through meticulous planning and review, with stakeholder involvement. This work is having a significantly positive impact on children's wellbeing, engagement and attainment.

## 2.3 Learning, teaching and assessment

good

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

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

- Children learn in calm and nurturing environments across the school. They benefit from very positive interactions and relationships with staff and peers. Children are well mannered and enjoy helping other children with their learning. Almost all children's learning is underpinned by the school values and a deep commitment to their rights. This is evident in how their views meaningfully influence the learning experience.
- Staff have worked well to develop highly-inclusive and nurturing learning spaces, including quiet areas, active areas and outdoor areas. Children have been meaningfully involved in the creation and organisation of these spaces. Throughout the school, all learning environments are calm and inviting spaces. As a result, most children are engaged and motivated in their learning.
- Almost all children demonstrate positive behaviours across the school. Staff have developed collaboratively with children an ethos of promoting positive behaviour. This includes using rewards such as house points to recognise children's positive behaviours and relationships. When required, staff respond effectively to support children to regulate their behaviour. They evaluate and adapt the learning environments to meet the needs of children. A few children who become dysregulated benefit from kind and respectful interactions from highly-skilled staff who promote emotional regulation. This supports children to re-engage quickly with their learning. Staff have recently introduced visual imagery as a strategic tool which is significantly strengthening non-verbal communication and establishing a more unified, consistent language throughout the school. This is supporting children to make thoughtful, positive choices in their daily interactions.
- In most classes across the school, teachers share consistently the purpose of learning with children and provide clear explanations of how to be successful. In the majority of lessons, teachers co-construct the measures of how to be successful in learning with children. This is promoting a shared understanding of expectations and increasing children's engagement. In a minority of lessons, the measures of success need to be clearer and the pace of learning improved. As a result, a few children become disengaged and do not make appropriate progress in their learning.
- In the majority of lessons across the school, digital technology is used effectively to support and enhance learning. This includes, for example, the use of an online platform, tools and applications which deepen children's understanding. These methodologies are having a positive impact on children's motivation, engagement and the development of strong digital literacy skills.

- Staff developed and implemented collaboratively the clear Clydemuir structure of an effective lesson. In just over half of lessons, there are examples of highly-effective practice, with children experiencing active, collaborative and progressive learning opportunities. Senior leaders are well placed to share these examples across the school so that all children benefit from high-quality learning, teaching and assessment.
- In almost all lessons, teachers use questioning effectively to check for understanding. In a few lessons, teachers extend children's thinking through the use of higher order questioning. In the majority of lessons, learning is appropriately challenging and progressive. As a result, children are motivated and actively engaged in learning. A few children at each stage across the school would benefit from greater levels of challenge in literacy and numeracy to ensure appropriate progress and attainment.
- Staff are developing their approaches to play pedagogy. They are beginning to engage with local authority provided professional learning. Children have opportunities to play both indoors and outdoors in well-resourced environments. As a next step, staff should develop further their practice to provide more open-ended play experiences and include a literacy and numeracy rich play provision. They should also develop the use of play observations to help inform children's next steps in learning.
- Staff and partners have created a well-appointed outdoor learning environment. Children benefit from a new outdoor classroom, sports pitches and a basketball court. These provide children with regular access to high-quality outdoor environments. As planned, senior leaders and staff should continue to develop their practices to plan progressive and consistently high-quality outdoor learning for all children.
- In the majority of lessons, teachers use formative assessment strategies well to support children's learning and provide helpful feedback. Most teachers provide meaningful feedback in writing activities which helps children to understand their strengths in learning and what they need to do to improve. Children are beginning to self- and peer-assess their writing and are beginning to use set criteria to ensure their assessment is accurate. The introduction of regular learner conversations with their teacher is helping children to identify their next steps in learning.
- Senior leaders have developed helpful guidance for teachers to ensure that assessment is a well-considered part of all planned learning. This is being used effectively by teachers to plan learning over the long, medium and short term, using the experiences and outcomes of Curriculum for Excellence (CfE). Staff have worked well with colleagues in other schools to strengthen their assessment judgments. They should continue, as planned, to strengthen their confidence in making judgements about children's achievement of a level. Senior leaders should continue to develop moderation within the school and beyond to enhance a shared understanding of progression within and across CfE levels.
- Senior leaders have created an effective assessment calendar to outline clearly when key assessments should be carried out across the school year. Teachers are increasing their confidence in creating a range of high-quality assessments, ensuring children have opportunities to demonstrate and apply their learning in a range of contexts. Teachers use assessments well to understand children's levels of attainment. As a next step, teachers should ensure that they use the assessment information more systematically to inform their planning of learning, adapting this as appropriate to learners' progress.
- Staff use well-planned and robust systems to track and monitor children's progress. Teachers meet with senior leaders termly to discuss children's progress in literacy, numeracy and health

and wellbeing. Together they consider carefully a range of data to understand the learning profile of all children. This analysis is helpfully displayed in their 'stage on a page' overview and is used to inform planning and support for children who may face barriers to learning. As a result, teachers are becoming more confident in identifying individuals and groups of children who have gaps in their learning and are planning successful interventions to support them. Senior leaders track closely the impact of these interventions on children's outcomes. They should now ensure that there is an increased focus on monitoring and supporting the progress of highly able children.

## 2.2 Curriculum: Learning pathways

- Across all stages, children experience a broad and balanced curriculum. Senior leaders and teachers have recently introduced local authority progression pathways to inform planning in literacy and English, numeracy and mathematics and health and wellbeing. Staff have developed learning pathways for technologies and expressive arts. These take account of CfE experiences and outcomes and staff are using these to support progression in children's learning. Children's learning pathways are enhanced through highly-effective partnerships such as local businesses, the community and wellbeing groups.
- Staff and children have worked collaboratively to review approaches to learning which make links across subjects. Staff have developed a helpful overview of learning themes and contexts which are explored through the 'Clydemuir Quests' and 'Big Questions' approach. This is motivating and enthusing children in their learning. It is also helping to support children's personalisation and choice in learning, ensuring it is relevant to their interests and local context.
- Children learn Spanish progressively from P1 to P7. In the upper school, children are encouraged to use Spanish in daily routines such as morning greetings and during interactions around the school. They benefit from the well-received support of senior students from the local high school on a regular basis. These strategies are helping children to consolidate and apply their learning in real-life contexts. In addition, children in P5-P7 are beginning to learn French. This supports the delivery of languages in line with national guidance.
- The school library is a well-resourced and attractive space which is used well by children to read for enjoyment and support their research skills. Children's opportunities to enjoy a range of texts are further enhanced by regular visits from the community library bus. Older children are developing leadership skills in their role as school librarians, creating informative displays which focus on themes and authors.
- Staff plan and deliver an appropriate and balanced programme of religious and moral education in line with national expectations. This helps them to develop very well their understanding of different religions, culture and diversity. Children benefit from the school's effective partnership with a local church.
- Children receive their entitlement to two hours of high-quality physical education. They experience progressive skills-based lessons delivered by class teachers. Children also benefit from a wide range of physical activities organised by active schools and the local high school. Senior leaders, staff and partners promote effectively children's active participation in community clubs, sports festivals and competitions. This has helped the school to achieve a national accreditation award for sport.

## 2.7 Partnerships: Impact on learners – parental engagement

- Staff have developed strong partnerships with parents through a very welcoming, caring and sensitive approach. As a result, most parents are comfortable approaching the school with any concerns. They feel that staff respond effectively through a highly solutions focused approach.
- Senior leaders have responded well to parental feedback about communication to families. Staff now provide regular whole-school and class newsletters which help parents understand their child's learning. Staff encourage parents to contribute to the 'awesome achievers' display board by sharing their children's out-of-school successes. Staff communicate children's progress to parents through an online platform and learning target booklets.
- Staff have worked effectively to increase parental engagement and involvement in the life of the school. This includes staff offering events for parents to attend, such as class assemblies, meet the teacher, and stay and play. Staff organise impactful parental information evenings to help their child with their learning, for example, the 'count with me' numeracy approach. As a result, almost all parents feel well supported and report that their children are thriving.
- The active Parent Council, known as the Friends of Clydemuir, supports the school effectively through fundraising for resources and encouraging parental attendance at events. They also appreciate being consulted regularly on planned change. They are well placed to develop their role in identifying and reviewing school improvement priorities. The majority of parents agree that they are encouraged to be involved in the Parent Council and are kept well-informed about their work.

## 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

- Senior leaders and staff demonstrate a deep commitment to the wellbeing of every child, which is central to the school's culture. This is reflected in the highly inclusive and nurturing environment where children feel safe and supported.
- Senior leaders and staff plan assemblies purposefully to strengthen children's understanding of wellbeing, safety, and rights. For example, a recent child protection assembly increased children's confidence in recognising unsafe situations and knowing how to raise concerns. Children understand the importance of their rights and use this knowledge to respect those of others. Strong, positive relationships between staff, learners, and families ensure that staff are well-informed and responsive to the needs of the school community. These approaches are contributing to a very positive culture, where children feel informed, empowered, and safe.
- Children reflect regularly on their own wellbeing. They show a well-developed understanding of the wellbeing indicators. Teachers help children to devise personalised wellbeing targets. Through this process, teachers provide effective support for children to express how they feel using a variety of tools, including wellbeing surveys and daily emotional check-ins. These strategies help children to identify their emotions and confidently seek any help or support. Almost all children know that they have a key adult they can talk to if they have any worries or concerns.
- Senior leaders and staff meet termly to review children's progress and wellbeing. This leads to children receiving robust and well targeted individual or group support to meet their needs. Senior leaders and staff use a wellbeing tracker effectively to monitor progress, share insights, identify emerging needs, and agree on timely, sensitive interventions. This collaborative approach ensures that children and their families receive the right support at the right time. As a result, children and families feel valued and supported.
- Children develop a strong understanding of health and wellbeing through a well-planned, progressive health and wellbeing curriculum that is developmentally appropriate. Children demonstrate a clear understanding of key aspects of health. For example, they describe the importance of exercise on both their physical and mental wellbeing and know how to travel safely within the local community. Teachers should continue to develop further their delivery of the curriculum to ensure children have access to all aspects of their learning including healthy eating.
- All staff have a thorough understanding of their statutory duties. They demonstrate a sustained commitment to professional learning, deepening their understanding of health, wellbeing, and child development. Children receive a consistent and high-quality response when required as a

result of staff's professional learning on nurture, child protection, inclusion and trauma-informed practice.

- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole-school approaches to improving the health and wellbeing of children through food in school. Minor areas for improvement have been agreed with the school and the local authority.
- Children's engagement, participation, and sense of ownership of their learning environment is enhanced through a broad range of targeted wellbeing interventions, supported by highly effective partners. This includes a bereavement programme, play therapy, an early years outreach worker and family support worker. Senior leaders work closely with partners to monitor outcomes for individual children and targeted groups. For example, care experienced children and young carers receive highly beneficial support through timely and appropriate interventions. These approaches are fostering emotional resilience, promoting equity, and creating a safe, inclusive learning environment where children feel valued and supported.
- In addition, children who require additional support with their learning are very well supported to make progress through effective literacy programmes. These interventions are carefully aligned with individual targets and children being supported are making strong progress in their learning.
- Children who require additional support benefit from a highly successful planning process where they have an important input in decisions about how their needs will be met. Senior leaders meet with staff termly to review children's educational support plans. Senior leaders are supporting teachers well to engage in meaningful dialogue with children, parents and support staff to create targets which are specific, measurable and achievable. This is ensuring that there is a shared understanding of supports and measures of success. Staff review and evaluate regularly children's plans to monitor progress and adjust strategies as needed. As a result, children feel heard, valued, and better supported in both learning and wellbeing. Senior leaders should continue to empower class teachers to take greater ownership of the planning and review process, fostering greater confidence and consistency.
- Staff have worked very well to improve further their planning of children's transitions. This ensures children are familiar and confident with their new class or school. Children who require additional support benefit from a carefully planned and well-received enhanced transition programme. A key strength of the school's work is in the highly effective transitions between primary stages. A transition plan identifies key moments for children as they prepare to move to a new stage. Children value the emotional check-ins with new teachers, which foster continuity and emotional wellbeing.
- A major strength in the school's work is children's high level of understanding about the importance of diversity. Children learn actively about difference through assemblies and class activities which promote inclusion, acceptance, and respectful dialogue. They discuss diversity as a core school value, exploring differing ideas and opinions with increasing maturity. Staff also use whole school events effectively to increase children's understanding of the importance of diversity. This includes, for example, the Diversity Burns Supper. Children use this learning to welcome and include others. Children develop a high degree of empathy and a deeper understanding of neurodiversity through a range of thoughtfully selected inclusive and diverse texts. They explore in-depth world religions through rich texts and discussion, learning to

respect varied beliefs and practices. Children's involvement in a national charity campaign to eradicate racism strengthens their understanding of equality and social justice. These experiences help children recognise the importance of diversity and contribute to a respectful, inclusive ethos where every learner feels valued and supported to thrive.

### 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

- In 2024/25, almost all children at P1 achieved expected CfE levels in reading, listening and talking and numeracy. Most children achieved expected levels in writing. In P4, the majority of children achieved expected levels in reading, writing and numeracy with most achieving expected levels in listening and talking. By P7, most children achieved expected levels in reading and writing, almost all in listening and talking and a majority in numeracy. Most children who require additional support with their learning are making good progress and are achieving very well against their individual milestones. Staff need to work further on identifying children who have the potential to exceed national expectations.

#### Attainment in literacy and English

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

#### Listening and talking

- Across all stages, children are encouraged to be actively involved in talking and listening activities. All children benefit from a range of opportunities to speak to a variety of audiences. At early level, all children are keen to talk about their learning and share their ideas. At first level, most children listen for information and answer questions relating to what they have heard. A few children need to develop their skills in listening to others and taking turns. At second level, most children express their views confidently and contribute effectively to group discussions. They listen respectfully to the views of others, demonstrating communication techniques such as eye contact, pace and tone. They should consolidate their strong listening and talking skills in group discussions and debates, where they are able to offer reasoned arguments and develop further persuasive techniques.

#### Reading

- At early level, children use picture clues and their knowledge of sounds and letters to read aloud and support understanding of a text. At first level, children read aloud familiar texts with fluency and expression. Most children explain preferences for particular texts and authors and identify the main ideas of texts. At second level, most children apply a range of skills and strategies, for example, skimming and scanning, to read and understand texts. Across first and second levels, children would benefit from increased opportunities to explore a range of non-fiction texts.

#### Writing

- At early level, children use their knowledge of sounds to spell and write with increasing independence. Most spell a few common words with accuracy. Children at early level would benefit from further practice in correct letter formation. Across first and second levels, all children have regular opportunities to write short and extended pieces. Writing contexts often

relate to Clydemuir Quests, offering purpose and relevance. At first level, children apply their increasing knowledge of vocabulary and punctuation to write independently. At second level, children write extended texts organised in paragraphs. They identify specific features of texts they have read and are learning to apply these in their own writing. At first and second levels, children should continue to develop their writing skills in line with the school's 'read with me' approach.

## **Numeracy and mathematics**

- The majority of children make good progress in numeracy and mathematics. A minority of children do not make expected progress in line with national expectations.

## **Number, money and measure**

- At early level, most children order numbers forwards and backwards within the range 0 - 20. Most children read analogue and digital clock times correctly. They should now have more opportunities to solve simple missing number problems. At first level, the majority of children confidently add and subtract multiples of 10 and 100. The majority of children tell the time using 12-and 24-hour notation. They are not yet confident in solving addition and subtraction with two digit and three digit whole numbers. At second level, most children confidently add and subtract whole numbers up to 1 000 000 and multiply and divide whole numbers by multiples of 10, 100 and 1000. They should now have more experience of making links between fractions, percentages and decimals.

## **Shape, position and movement**

- At early level, most children name and describe common two-dimensional (2D) shapes and three-dimensional (3D) objects. They describe and create symmetrical pictures with one line of symmetry. They would benefit from further opportunities to apply their learning in real life contexts. At first level, the majority of children name and identify 2D shapes and 3D objects. They are less confident in describing the properties of 3D objects using mathematical language. At second level, most children discuss and describe angles using appropriate mathematical language. At early and first level, children would benefit from further opportunities to revise, consolidate and apply their learning across the curriculum.

## **Information handling**

- At early level, most children use confidently their knowledge of colour, shape and size to match and sort items. At first level, the majority of children accurately read and interpret information from bar charts and tables. Most children at second level interpret and record accurately information extracted from more complex bar charts and pie charts. They should now develop further their use of digital technologies to display data in a range of ways.

## **Attainment over time**

- Overall, there are clear improvements over the last two years for the P1 and P7 cohort who have made strong progress as they move through the school. Senior leaders have gathered robust data and they use this very well to identify attainment gaps. They have identified rightly a dip in children's attainment in P4 and with aspects of numeracy across the school. They have well-judged plans in place to raise attainment and there are signs of improvements for cohorts of children.
- In session 2024-25, overall attendance was above the local authority and national averages. Senior leaders and staff make very effective use of the local authority policy on attendance to monitor closely the time keeping and attendance of all children. They identify carefully children who have patterns of absence, including the minority of children who attend school less than 90% of the time. Senior leaders have introduced an effective new attendance tracker. They monitor closely the attendance of individuals and cohorts, identifying quickly children who need

support to sustain regular attendance. Senior leaders meet promptly with families to discuss attendance and devise effective interventions to support children and their families. Collaborative work with external agencies ensures families receive timely and relevant support. These approaches are contributing to a significant improvement in attendance for a few targeted learners.

- There are a few children accessing their learning through part-time timetables. Senior leaders should ensure that the use of part-time timetables is considered regularly and managed in line with national guidance. Exclusions were above the national average in 2023. There has been a significant decline in exclusions in subsequent years.

### **Overall quality of learners' achievements**

- Children develop a range of important skills through class, whole school and community achievement activities. These are offered by staff, parents and community partners. Children develop their organisational skills well by attending clubs at school. This includes, for example, arts and crafts, and chess. Staff and partners focus on developing children's physical health and teamwork skills through participation and accreditation in sports awards. This includes cross-country, football and netball. A few children have developed their confidence through participation in local and national competitions. Children achieve through house events and competitions in school. Most older children enhance their leadership skills through their house roles, buddies or through the Learner Leadership Groups.
- Staff and partners track children's participation in activities beyond the classroom. Staff are beginning to use this information strategically to identify children at risk of missing out and to support all children to succeed. Senior leaders should continue to develop their tracking of children's achievements to measure more fully the quality of achievement for individual children. Staff should use this information to support children to understand and profile the skills they are developing through their achievements. Children should be supported to apply these skills more progressively across the curriculum.
- Children value the range of ways used by staff to help them celebrate their achievements. This includes informative wall displays, such as the 'awesome achievers' wall. Staff also share children's achievements through assemblies, social media, and by issuing house points as rewards.

### **Equity for all learners**

- Staff demonstrate a deep understanding of the impact poverty can have on learning. Senior leaders ensure all staff are aware of the barriers faced by learners who experience socio-economic disadvantage. Staff and partners provide highly effective and well-received targeted support. This includes signposting families to local services such as housing, benefits, and mental health support through local initiatives. Staff ensure that weekly school newsletters include a link to apply for Free School Meals, helping families access entitlements. These inclusive strategies are positively impacting on children's engagement and promote equity across the school.
- Senior leaders use PEF effectively to fund interventions. These are strategically planned using robust data to identify learners who require the most targeted support. Staff funded through PEF deliver high-quality, nurturing support to children who require additional help to engage in learning.
- Staff are further reducing the cost of the school day, ensuring all children can participate fully and feel included. This includes children and families being provided with clothing, equipment and resources to participate confidently in all aspects of school life.

- Senior leaders have developed a clear and systematic approach to tracking the progress of individuals and vulnerable groups across the school. This enables staff to monitor closely the attainment of children who experience barriers to their learning. Staff identify gaps in learning with precision, ensuring that targeted interventions are timely and well-informed. This is resulting in most learners who face additional challenges demonstrating accelerated progress and improved attainment.

## Practice worth sharing more widely

- Senior leaders and staff have developed highly-effective approaches to capture children's views, including for those who face additional barriers to their learning. They have created a culture of collaboration and high levels of learner participation. Children's views are carefully gathered and these are used thoughtfully to inform approaches to learning and teaching. This results in clear improvements to children's learning experiences. Children and staff are then involved meaningfully in leading improvements. Children are clear about how they can share their ideas and have a role in leading and shaping change across the school. As an outcome, children learn in highly inclusive environments where they include others thoughtfully.

## Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

|                         |               |
|-------------------------|---------------|
| All                     | 100%          |
| Almost all              | 91%-99%       |
| Most                    | 75%-90%       |
| Majority                | 50%-74%       |
| Minority/less than half | 15%-49%       |
| A few                   | less than 15% |

Other quantitative terms used in this report are to be understood as in common English usage.