

Summarised inspection findings

Douglas Primary School

South Lanarkshire Council

28 April 2026

Key contextual information

Douglas Primary School is a non-denominational school which serves the village of Douglas and surrounding rural area in South Lanarkshire. Douglas Primary School Nursery also operates from the school building. At the time of inspection, there were 111 children on the school roll taught over five composite classes. Around 30% of children are registered for free school meals, which is above the national average. Just over half of the school roll live within Scottish Index of Multiple Deprivation (SIMD) data zones 1 and 2. The school reports that 43% of children require additional support with their learning. The headteacher and a principal teacher serve as the school's senior leadership team.

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

- The headteacher collaborated closely with the school community to shape and create the school vision, values and aims. Children and parents have regular opportunities to revisit and discuss these in meaningful ways. Senior leaders ensure that the school values continue to have a high profile and remain relevant. As a result, these are deeply embedded across the life of the school. All staff make links to the shared values with children through daily conversations, in class and at assemblies. Children have a well-developed understanding of each value and talk with pride about how they demonstrate these in their lives and at school.
- The headteacher sustains a positive supportive culture across the school community. She has embedded an ethos of collaboration and teamwork well with staff and children. The headteacher provides effective leadership and is ably supported by the principal teacher. They work together very well as a team and are respected by staff, children and families. Parents appreciate the commitment and caring approach of senior leaders and staff.
- Senior leaders work well with staff to plan and evaluate school improvement work at regular points across the year. Increasingly, they analyse and use a range of data to inform decision-making which ensures the right areas of focus are chosen. Previous improvement projects on skills development and outdoor learning have had a significantly positive impact on outcomes for children. For a few improvement priorities, intended outcomes have not been achieved and the pace of change is slower. For example, work on writing, play-based approaches and teacher moderation remain areas for further improvement. Moving forward, senior leaders and staff should strengthen approaches to planning and measuring the impact of school improvement work focusing on outcomes for children.

- The headteacher gathers views and feedback from staff, children and families on the spending of Pupil Equity Funding (PEF). She uses this information to plan and inform school decision-making and spending allocation. This positive collaborative approach should now be used to help to agree and create a clear strategic plan for raising attainment across the school.
- Senior leaders have established well-considered quality assurance systems and processes. They gather relevant evidence through a range of activities, such as lesson observations and sampling children's work. Senior leaders use this information well to inform learning and teaching improvements and professional learning. Teachers find peer observations and collaborative activities useful. Senior leaders and staff also work with cluster and education colleagues regularly to reflect on their practice. Senior leaders should now strengthen the rigour of quality assurance activities to improve the consistency and quality of teaching and learning across the school. They should help all staff to understand the school's collective strengths and areas for development and their role within improvement and change.
- All teaching staff take responsibility for areas of the curriculum or particular school improvement projects. For example, they lead on inquiry-based learning and children's rights. Teachers and support staff engage in regular professional development. Teachers visit other schools to reflect on and discuss their practice. All staff participate in annual professional development and review. They select appropriate areas for further training or research. Staff leadership of change is improving experiences for children. For example, focused work on inclusive practice and nurturing approaches has had a positive impact on children's wellbeing. Staff should now consider and evaluate how their professional learning contributes to the school's highest priority improvement areas. This should help to ensure positive impact on key outcomes for children.
- The headteacher has worked well to increase children's role in leading change and improvement across the school. All children are part of pupil-led groups or school committees. They are now developing leadership skills effectively, supported by staff. Older children take on key responsibilities, such as house and vice captains or help to run the pupil council. Children in each group develop an action plan and review this to evaluate their progress. This is helping children to lead change effectively. Most children agree that staff listen to their views. They recognise and talk positively about the impact they are having on school improvement. The 'library group' have helped to improve attitudes to reading across the school. They sought and acted upon the views of their peers. As a result, there are a greater variety of books in the school library and children now have access to digital reading devices and audio stories. Children are proud to have received national recognition for their work in this area.

2.3 Learning, teaching and assessment

satisfactory

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

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

- Staff have worked together well to develop a nurturing and caring environment where children feel supported and safe. This is underpinned by well-embedded school values. Staff have undertaken a range of professional learning to help develop a sound understanding of nurturing principles, attachment and trauma-informed approaches. As a result, children learn in classrooms, shared spaces and outdoor areas that are organised, calm and inclusive.
- Relationships between adults and children are positive and respectful. In all classes, teachers have worked with children to discuss children's rights and they outline classroom expectations through agreed class charters. Overall, children are polite and well-mannered. Most demonstrate kindness and care towards their peers throughout the day. Almost all children are well-behaved in all areas of the school.
- All children engage in high-quality, progressive outdoor learning activities weekly. Staff and partners have created very well-designed, engaging school grounds and outdoor learning spaces. These include a polytunnel, flower beds, bird hide, pond, sensory garden and woodland area. Staff use these well to help children develop a breadth of knowledge and practical skills, such as den building, outdoor cooking and bird spotting. Children identify and practise transferable skills outdoors. For example, they discuss problem-solving, critical thinking and teamwork. The school's approaches to outdoor learning motivate and engage children very well.
- Most older children are enthusiastic about their learning across the curriculum. They demonstrate high levels of engagement during their lessons. At times, younger children become disengaged and less interested in their lessons or tasks. They show interest and engage for longer when these are more relevant and purposeful. At early and first levels, teachers should strengthen approaches to teaching and learning to ensure they sustain children's engagement and concentration more effectively.
- Most teachers provide clear instructions, helpful explanations and share the purpose of learning well. In most lessons they share with children how to be successful in their learning. A few teachers support children well to discuss and revisit these steps to success during lessons. Teachers most often use questioning to check for understanding and recap prior learning. A few teachers use questions skilfully to challenge and extend children's thinking, encouraging them to explain and justify their answers. This practice should be shared more widely. Across

the school, all children are encouraged to identify and reflect on the skills for life they are developing.

- Children work independently and have regular opportunities to collaborate in pairs and groups. In older classes, teachers use 'learning walls' well during lessons to make links with prior learning and to highlight helpful strategies which support children's independence. Older children are provided with tasks, activities and resources that are at the right level of difficulty. Their lessons are well-paced, and this supports children effectively to make progress in their learning. Often in younger classes activities do not offer children the appropriate level of support or challenge. Senior leaders should support teachers further to ensure children build on their knowledge and skills better as they move through early and first levels.
- Across the school, support staff provide helpful assistance to individual children and groups. They are sensitive and encouraging in their interactions. This supports children to engage positively with their learning experiences and lessons. Support staff deliver relevant targeted interventions that help children practise core skills in numeracy and literacy.
- Most teachers use digital technologies to support children's learning during lessons. They use interactive boards to display instructions or to show multi-media clips. Children use tablets, laptops and a range of software with confidence. For example, they explore programmable toys or research areas of interest. Children also access a range of digital and audio books independently using bar matrix codes. A few children use assistive technologies as part of their personalised support for literacy. These digital tools help them to understand, organise and create texts. Senior leaders and staff should now explore how to use digital technologies in purposeful and relevant ways to extend children's learning.
- At early and first levels, children have regular play experiences indoors and outside. Teachers engage in professional learning which is helping to develop their understanding of play pedagogy. They have created indoor and outdoor play spaces which children enjoy. Staff involve children in selecting resources or deciding contexts for play. Senior leaders recognise that play-based and discovery approaches to learning and teaching are not meeting the needs of all children as intended. Teachers need to ensure that they plan the right level of support and challenge for all children and provide high-quality purposeful learning experiences. Senior leaders and teachers should also review the balance of child-initiated play and exploration with direct teaching time. This should help children to make better progress over time.
- A few teachers use a range of formative assessment strategies well to check children's understanding and adapt their teaching in response. Older children are developing well their skills in peer- and self-assessment. This positive practice should be embedded across the school. All teachers give regular verbal feedback and encouragement to children. They are increasingly providing short written feedback in children's writing jotters. This is beginning to help children to understand their strengths and next steps. Building on this positive start, teachers should now support children to use feedback to create individual short-term targets for their learning.
- Senior leaders have developed an assessment calendar that sets out the literacy and numeracy assessments that should take place across the school year. Currently, teachers mainly use standardised and summative assessments in these subjects to check children's understanding and to collate scores. They evaluate blocks of learning that they have taught in a range of

curriculum areas. It is not yet clear how teachers use information gained from assessments and evaluations to inform or adapt their planning. Senior leaders and teachers need to strengthen approaches to assessment to plan children's next steps more effectively in learning.

- Teachers have discussed national standards in writing in school and with colleagues in the learning community and local authority. They shared examples of children's work and their planning. This is beginning to help staff to develop a shared understanding of national expectations in writing. Overall, in literacy and numeracy, teachers' professional judgement of children's achievement of a level is not yet accurate and robust. As planned, senior leaders should further support teachers to develop their understanding of children's progress and achievement.
- Teachers use local authority progression pathways to plan coverage of subject areas for their class over the year. They are not yet planning how they will assess children's knowledge and skills at the outset. Increasingly, children are involved in making decisions about what and how they would like to learn. A few teachers are beginning to use a 'big question' approach to help children to do this well. However, overall approaches to planning learning and teaching are not yet effective. Senior leaders and teachers should improve how they plan to ensure a brisk pace of learning for children across the curriculum and over different timescales. This should include planning regular opportunities for children to revisit and apply their learning and skills, particularly in literacy and numeracy.
- Senior leaders and teachers meet termly to discuss children's progress in literacy and numeracy, and their wellbeing. During these discussions teachers identify children who will benefit from targeted support. Senior leaders and teachers are beginning to use data more within their processes. However, this needs further support as there is not yet a clear understanding of children's progress and attainment. Approaches to tracking and monitoring should be strengthened to ensure these are rigorous and the actions which need to be taken are clearer. This should help children to make better progress in their learning.

2.2 Curriculum: Learning pathways

- Senior leaders worked together with staff, children and families to review the school's overall curriculum offer. They have created a shared rationale which outlines the different ways children should develop and apply their knowledge and skills across a range of contexts. Most teachers also make effective use of local authority progression pathways for all curriculum areas to plan learning that builds on children's skills as they move through the school. As part of this work, class timetables should now be reviewed. This should help ensure children receive regular experiences across the breadth of the curriculum and learning time is maximised.
- All children benefit greatly from a wide range of outdoor spaces, resources and natural materials as a regular part of their learning and play. A few teachers have developed and embedded a well-considered progressive outdoor learning pathway which includes relevant assessment. They use this very well to plan and provide high-quality learning experiences in the school grounds, local forest and other natural environments. Children build and apply their knowledge and transferable skills very well through these engaging, creative activities and lessons.
- Children receive their entitlement to two hours high-quality physical education (PE) each week and make use of indoor and outside facilities. Teachers, sports partners and volunteers also support children very well to develop their physical activity, PE skills, confidence and teamwork through clubs and sporting events.
- Staff work well with local partners and community organisations to plan and provide experiences that support children's learning and achievements. For example, children enjoy working closely with local ranger services to learn more about wildlife and the natural environment. Well-planned activities involving children learning with older members of the community bring clear benefits for all.
- Children are developing well their understanding of different careers and the world of work over time. Senior leaders have fostered a network of visitors, local organisations and parent volunteers who help to provide interesting, engaging events for children. This positive approach is helping children to identify important skills for life and work.
- Children at all stages are taught French. This is helping children understand and practise a range of vocabulary. Across the school, children learn about sign language. They understand and use a range of simple signs. Children also explore Scots language through books, poems and performances.
- Staff consider and plan learning pathways for children moving from nursery into P1 and from P7 to S1. They work well with staff from the school nursery to support young children's learning and development as they begin school. Older children enjoy helping younger children with their learning throughout the year, such as reading. P7 children benefit from well-considered, curricular learning experiences with secondary staff.

2.7 Partnerships: Impact on learners – parental engagement

- Senior leaders and staff establish strong positive relationships with families. Almost all parents are comfortable approaching staff with questions, suggestions or any issues. They feel that their children are happy and safe at school.
- Families attend school and class events throughout the year where children showcase their knowledge and skills. Parents of younger children also take part in regular ‘stay and play’ sessions. This helps them to engage with their child’s learning and interests at school. Almost all parents welcome further opportunities to engage in learning alongside their children.
- Senior leaders share regular newsletters which highlight key learning, such as the wellbeing focus of the month. Teachers and children also share learning and celebrate achievements with families regularly using an online platform. Overall, most parents feel they receive regular information about their child’s progress.
- Staff and children benefit from a valuable partnership with the active Parent Council. Most parents say that they are encouraged to be involved and kept updated. The Parent Council organise fundraising events throughout the year which are well supported by the school community. They also seek grants and other sources of funding which complement the work of the school. Children greatly benefit from the Parent Council’s support and financial contributions. For example, monies raised help staff to deliver high-quality outdoor education and fund excursions. No children miss out on important experiences due to financial reasons.

2.1 Safeguarding

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

3.1 Ensuring wellbeing, equality and inclusion

good

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Staff demonstrate a strong commitment to promoting and nurturing the wellbeing of all children. They know children and their families very well and have created a positive and inclusive ethos. Relationships between staff and children are positive and supportive. Staff monitor children's wellbeing and respond quickly and sensitively to any concerns. Staff have undertaken professional learning that helps them to support children to understand, regulate and learn about their emotions. They are skilled in providing responsive care and support for children who are upset or anxious. As a result, most children feel safe at school and can identify an adult they can talk to if they are worried or upset.
- Across the school, older children demonstrate a growing understanding of children's rights. They talk with pride and appreciation about how staff, learning experiences and their school environment ensures that their rights are upheld. Information about children's rights is displayed prominently around the school building. Supported by teachers, children use class charters to identify and discuss the behaviours they would like to see within their classrooms. Almost all children feel that staff help them to understand and respect others. As planned, staff should continue to help all children develop their understanding of rights and how these relate to their lives. As part of this work, staff and children should review the school's relationship policy to bring this closer in line with their positive and restorative approaches.
- Most children have a strong understanding of wellbeing. They learn about wellbeing indicators in classes and through school assemblies. They find the school monthly focus on each aspect of wellbeing helpful. Children talk with confidence about how they can support their own wellbeing and benefit from a progressive health and wellbeing curriculum. Children are developing a sound understanding of how to be healthy and to make positive choices. They demonstrate a growing knowledge of how to keep themselves safe. For example, older children learn about the dangers of smoking, vaping and drugs and how to keep themselves safe online. A group of children from across the school have recently formed a kindness committee. They promote the importance of kindness to support mental health. A pupil-led health committee also take the lead in promoting healthy eating. They ensure all classes have fruit boxes and encourage healthy snacks. Most children agree that staff teach them how to lead a healthy lifestyle.
- Almost all children feel staff help them to be active. They play outdoors regularly in a variety of interesting and motivating spaces. Children play on their bikes and scooters in designated playground areas during break and lunch times. P6 and P7 children take part in cycling safety

sessions and learn to ride a bike with confidence. All children are included in cycling sessions, with local partners providing bikes for any child who needs one. Older children help to plan and deliver clubs and activities for peers and younger children before and after school, and during lunchtime. Most children have taken part in a sports-based club beyond planned PE lessons last session. This is helping children to develop their physical fitness and supports them to develop skills in teamwork and leadership.

- Staff discuss children's wellbeing with senior leaders and plan for children who would benefit from further personalised support. A few children attend a regular nurture group. This is supporting them well to understand their emotional health, improve their self-esteem and manage their feelings and friendships. Staff evaluate how well these interventions are supporting children's wellbeing and make any changes required. This ensures children get the help they need at the right time. Staff apply learning from training on trauma informed practices and nurturing principles sensitively to support children's wellbeing universally. Small groups of children benefit from well-planned interactions and activities with a therapy dog. This is helping to support their emotional regulation and promoting readiness to learn. Recently, all children completed a survey about their wellbeing. Senior leaders and staff should now use this approach more regularly to help understand children's wellbeing over time. This should support them further when planning relevant support for individuals and groups.
- All staff understand and fulfil their statutory duties in relation to safeguarding, wellbeing, equality, and inclusion. This includes safeguarding and meeting the additional support needs of children. School approaches are clearly informed by legislation and local authority and national guidance such as 'Getting it right for Every Child.'
- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. Minor areas for improvement have been agreed with the school and the school meals provider.
- Senior leaders and staff follow local authority processes to assess and identify children's learning needs. A minority of children are recorded as requiring additional support for learning. Currently, the progress and outcomes for these children are not fully clear and processes to support this should be strengthened. A few children require personalised support planning and are supported well by staff and visiting teachers who work effectively together. Staff and partners plan and provide supports and interventions that meet children's needs well. Senior leaders ensure children's plans are reviewed regularly and shared with children and parents. Staff should consider further how children's targets can be adapted to capture the small incremental positive steps in children's progress more clearly. As part of this work, senior leaders should develop ways for children and parents to be more involved in setting and evaluating targets in meaningful ways.
- Children's wellbeing is very well supported during transitions. Staff plan transitions carefully to ensure continuity and progression for all children, including those requiring enhanced arrangements. Teachers visit children in their nursery before they start school. P6 children also visit the nursery to read with children. They support them well in P1 as their buddy. These

approaches help to establish trusting relationships between children, parents and staff. P7 children are supported well by partnerships between primary and secondary staff. They benefit from regular visits to their secondary school. They take part in a range of sporting activities which help them to meet with peers from other schools. Children who require an enhanced transition are supported across P6 and P7. As a result, all children are well prepared for new routines and environments as they move into S1.

- Children understand what bullying looks like and know the supports that are available at school. The headteacher and staff have created and embedded an anti-bullying policy which is aligned with national guidance and United Nations Convention on the Rights of the Child. The headteacher records and monitors any allegations of bullying fully. She investigates and addresses any incidents thoroughly and quickly. As a result, almost all parents and most children feel that any bullying behaviours are dealt with well.
- Children are beginning to demonstrate a growing awareness and understanding of diversity, world faiths and cultures. They learn about and discuss a wide range of celebrations and cultures from around the world. Older children talk with increasing confidence about protected characteristics and have explored topics, such as racism and gender equality. Senior leaders and staff should continue to develop children's understanding of inclusion, equality and diversity. They should help children to build on their knowledge and skills over time.

3.2 Raising attainment and achievement

satisfactory

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 satisfactory. The school's achievement of a level data is not yet sufficiently robust and accurate. Across the school, the majority of children are capable of achieving more. A continued focus on raising attainment and sustaining improvements is required.
- Children who have individualised plans for their learning are making good progress against their targets in literacy and numeracy.

Attainment in literacy and English

- Overall, across early and first levels the majority of children make satisfactory progress. At second level, most children make good progress.

Listening and talking

- At early level, the majority of children hear and say rhyming words. They are eager to share ideas and thoughts about their play and learning. They should practise further listening and responding to others. At first level, the majority of children listen to adults appropriately and offer opinions and answers. They should continue to develop their turn taking and listening skills in a variety of contexts. At second level, most children build on the responses of peers thoughtfully during discussions. They should benefit from delivering planned talks or presentations more regularly.

Reading

- At early level, the majority of children read aloud short, simple familiar text. They are not yet confident saying the sounds made by a combination of letters. At first level, the majority of children read aloud a familiar piece of text adding expression. They require further practice identifying the main ideas of texts and answering inferential and evaluative questions. At second level, most children read with increasing fluency. They respond well to a range of questions and demonstrate a sound understanding of their texts. They are less confident in applying a range of reading skills and strategies across the curriculum.

Writing

- Across the school, children need to practise and apply their writing skills more regularly in all areas of the curriculum. This should include developing further their handwriting, presentation and layout.

- At early level, the majority of children are beginning to form their letters correctly. They share their ideas through pictures and attempt to write simple words independently. They should continue to practise using a pencil with increasing control and confidence. At first level, the majority of children produce short simple texts. This is most often about their personal experience. Children need to write a greater variety of texts and for different purposes more regularly. At second level, most children are beginning to use expressive vocabulary that engages and influences the reader. They are creating texts of increasing length and improving the quality of their writing. Children should practise and apply their writing skills across a range of meaningful contexts.

Attainment in numeracy and mathematics

- Across early and first levels, the majority of children make satisfactory progress in numeracy and mathematics. At second level, most children make good progress. At each level, a few children are exceeding national expectations.
- Overall, children demonstrate gaps in their knowledge and skills in a few key areas of numeracy and mathematics. They require further support and regular experience to consolidate and apply their learning and skills in meaningful and real life contexts.

Number, money and measure

- At early level, the majority of children form numbers legibly and demonstrate one to one correspondence when counting. They count up in sequence with increasing independence and are beginning to calculate simple addition using concrete materials. They require further practice to build on their early numeracy skills. At first level, the majority of children understand place value and round numbers correctly to the nearest 10. They rely on written methods to calculate addition and subtraction and find it difficult to apply their skills when working with money. Children need to revisit and regularly practice multiplication and division skills. They require significant further support with fractions. At second level, most children demonstrate increasing mental agility and complete calculations using the four number operations including within money and time. They need to deepen their understanding of the links between fractions, decimals and percentages.

Shape, position and movement

- At early level, most children recognise common two-dimensional shapes and use these to create pictures. They are beginning to use positional language more accurately. They should benefit from revisiting key concepts regularly and developing further their mathematical vocabulary. At first level, the majority of children show a growing understanding of symmetry and have explored tiling simple shapes. They are not yet confident recognising, naming and discussing the properties of three-dimensional objects. They require more practice identifying right angles and working with compass points. At second level, most children name, measure and successfully classify a range of angles. A few children identify complementary and supplementary angles confidently. They should continue to build and apply their skills in different contexts and through problem-solving.

Information handling

- Across early and first levels, the majority of children collate and display information correctly through simple pictograms and charts. They interpret information with support, such as identifying the most popular response. They require further practice, such as using Venn and Carroll diagrams. At second level, most children record and interpret information in

increasingly detailed graphs and diagrams successfully. They should build on their strong digital skills to organise and present data in a variety of ways. Across the school, children need to practise and apply their skills in authentic meaningful ways.

Attainment over time

- Senior leaders have established a comprehensive system to gather a range of information about children's attainment in literacy and numeracy over time. The number of children attaining expected levels is variable in both teacher professional judgements and in standardised assessments. There is evidence of a significant dip in children's attainment by the end of first level. Improvements shown at particular stages or in aspects of literacy or numeracy are not yet sustained. Staff have analysed achievement of a level information and correctly identified writing as a priority area for improvement. Senior leaders and staff need to increase the pace of their work to improve children's attainment in both literacy and numeracy. They need to monitor this work rigorously to help sustain gains.
- The school's overall attendance average has increased in recent years and was 92.3% in June 2025. Although improving, school attendance is still below the national average and senior leaders ensure this remains an area of focus. The headteacher monitors absence rigorously. Term-time holidays, illness and family circumstances are most often reasons given for not attending. Currently, a few children have attendance below 90%. When senior leaders have concerns about a child's attendance or punctuality, they work in close partnership with parents and relevant staff. They plan and provide effective bespoke interventions to support children and families. School evidence shows that these approaches help improve children's attendance and reduce late-coming. Currently, no children attend school on a part-time basis. There have been no exclusions in over five years.

Overall quality of learners' achievements

- Children are proud of their achievements. Staff value and celebrate these in a range of creative ways. Children share achievements from their school experiences and from their home life. For example, they bring awards to assembly or share recognition they have gained in sports, music or for showing the school values. Children demonstrate their skills and capabilities as caring global citizens. They regularly support others in need through fundraising events, such as for local or national charities. Older children gain confidence, independence and demonstrate teamwork through an annual residential trip. Children and staff work together well for school-wide achievements. For example, the school has been nationally recognised for their work on children's rights, reading for enjoyment and sports.
- Senior leaders track children's participation in clubs and activities. They use this information well to identify and support any children who are at risk of missing out. Most children identify and talk about the skills they develop through their achievements with growing confidence.

Equity for all learners

- Senior leaders and staff have a sound understanding of the socio-economic context of the rural school community. They are mindful of the cost of the school day and transport for families. Staff provide and signpost a range of supports for parents and children. They offer a uniform 'swap shop' or clothes for special events. They provide all children with waterproof clothing for outdoor learning. Parents appreciate staff's sensitive approaches and children feel included and supported.

- Senior leaders and staff identify gaps in learning, experience or wellbeing for children who may face barriers or disadvantage. They use a range of information to plan targeted interventions and use PEF to support this work. Staff can demonstrate that aspects of their work, such as nurture groups, positively impact on individual children's wellbeing and readiness to learn. There is not yet robust evidence that shows an increase in literacy and numeracy attainment and significant gaps remain. Senior leaders and staff need to strengthen planning for equity and develop clearer measures to evaluate the impact of this work on improving outcomes for children.

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.