

Summarised inspection findings

Scotstoun Primary School

Glasgow City Council

29 April 2025

Key contextual information

Scotstoun Primary is a non-denominational school in the north west of Glasgow. At the time of inspection, there are 449 pupils on the school roll taught over 16 classes. Just over a third of children have English as an additional language or are bilingual and 24% of children live within Scottish Index of Multiple Deprivation (SIMD) data zones 1 and 2. In addition to a traditional main building, a new school annexe building was opened in 2021. This has five classrooms and a large gym hall. For session 2023/2024, the substantive headteacher was ‘executive’ headteacher for Scotstoun Primary and another local school. During this period, one of the depute headteachers acted as ‘head of school’ and since the beginning of session 2024/2025 has been the acting headteacher at Scotstoun Primary. The school’s senior leadership team currently also includes one depute headteacher, one acting depute headteacher, one principal teacher and one acting principal teacher.

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	
- Both the substantive headteacher and acting headteacher provide highly effective leadership. They are respected and appreciated by children, parents, staff, and partners. Throughout several changes in leadership remits and responsibilities in recent years, they have both continued to ensure high standards and to drive forward high-quality school improvement. They are very well supported by a strong team of depute headteachers and principal teachers who are passionate about education and dedicated to supporting children. Parents greatly value the caring and compassionate approach of all members of the school’s senior leadership team. - Children, staff and parents have a well-embedded understanding of the vision and values which underpin the life and work of the school. Everyone recognises and honours the cultural diversity within the school’s community. This has created a strong sense of identity and belonging. Senior leaders involved the whole school community in the consultation and co-creation of the chosen values; kindness, belonging, creativity, learning and respect. They also worked together to create a relevant and meaningful shared vision for the school. Children and adults demonstrate these values very well in their interactions throughout the school day. Senior leaders and staff also revisit these regularly with children through daily conversations, in class and at assemblies. As a result, children speak articulately about how the school values relate to their own lives. - Senior leaders lead the school’s strategic direction and pace of change highly effectively. They have developed well-considered and systematic self-evaluation processes. All staff review and reflect on the progress of their improvement work regularly and gather robust evidence. Staff can demonstrate that previous improvement areas have had a sustained positive impact. For example, attainment levels in writing have increased, older children show well-developed skills in inquiry-based learning and all children experience an inclusive curriculum which reflects	

equality and diversity. Senior leaders are highly skilled in the analysis of data and evidence. As a result of their support, staff also increasingly use data very well to inform their own work. Senior leaders and staff's highly effective approaches to gathering and interpreting evidence ensures the most appropriate improvement priorities are selected. They prepare a robust rationale for any change. Senior leaders help to ensure staff, children and parents understand the school's strengths and agreed next steps.

- Across the school, senior leaders and staff have embedded a well-designed strategy for raising attainment. This is informed by their deep understanding of the local context and the needs of the school. They consult sensitively with parents and partners on using Pupil Equity Fund (PEF) to address any identified gaps in children's attainment and achievement. There is clear evidence that senior leaders and staff are improving outcomes for all children through their well-considered school improvement work.
- Senior leaders have well-established, effective processes in place for quality assurance. They gather rigorous evidence through a range of activities, including lesson observations and 'learning conversations' with children. They use the information gathered very well, making clear connections between self-evaluation, improvement planning and professional learning. This session, the substantive headteacher supported all staff to reflect on their leadership skills and set goals to develop further their practice through the annual professional review process. This is helping to build the capacity of all staff.
- There is a strong culture of leadership at all levels across the school. Staff are committed to a collective responsibility for improvement and work very well collaboratively. All teachers are involved in peer classroom visits to observe colleagues teaching and share practice, both in school and across the learning community. They value these activities to reflect on their practice and develop further their skills. Teachers lead on key aspects of learning and teaching linked to current areas of school improvement. They are innovative and creative in their practice. For example, this session staff are developing further approaches to assessing children's learning and skills across several curricular areas. There is consistent evidence over time that demonstrates that teachers' leadership of change results in improvements for children.
- Support staff are involved in leading aspects of school life. These include facilitating children's groups, such as the junior road safety officers, and planning and providing regular after-school clubs. All support staff recognise their individual and team impact on improving outcomes for children. They participate regularly in professional learning. Recently, support staff reviewed and refreshed their practice with support staff colleagues and teachers from across the learning community. They shared their effective approaches and discussed ways to further improve. They use the skills and knowledge they gain from professional learning very well in supporting children to make progress in their learning.
- Across the school, there is a strong ethos of pupil leadership. Children contribute to school decisions meaningfully and take forward initiatives which matter to them. They can talk about the differences they have made to their school community. They lead and participate in a range of regular pupil committees and groups. For example, working as STEM ambassadors (science, technology, engineering, and mathematics) children managed a budget when selecting and purchasing new resources for the school's 'inquiry' classroom. They decided to increase this spending budget by organising and running an enterprise project. Senior leaders use 'learning circles' well to gather the views of all P4-7 children. Older children help to run these circles and discuss with their peers aspects of learning, such as writing and outdoor spaces. As a result, senior leaders know children's views on what is working well and what they would like to develop next. Senior leaders and staff are now exploring meaningful ways to involve more younger children in sharing their views and contributing to school decisions.

2.3 Learning, teaching and assessment

very 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

- Staff work together very well to create a positive, inclusive and nurturing ethos which supports children well. Children are friendly, polite and very proud of their school. All staff share clear expectations of behaviour with children. They make effective use of the school's house system to recognise and encourage positive relationships. Overall, children are very well-behaved in class and around the school. Teachers support children to create and agree class charters, linked the school values and children's rights. School-wide consistent approaches help to create and sustain a calm and purposeful learning environment for children.
- Across the school, children are enthusiastic and keen to learn. They work successfully in pairs, small groups and independently. Highly relevant contexts for learning are selected by teachers using their knowledge of children's interests and the local area. This supports children to understand how their learning links to their lives and sustains their interest. Staff have developed a range of innovative learning environments such as the 'idea station', literacy lounge, 'big play' area and STEM room. These spaces support children's engagement and creativity positively and encourage independence in their learning.
- Teachers work together well to embed important features of classroom practice using the 'Good Lesson at Scotstoun Menu'. This supports consistently high-quality teaching and learning across the school. Teachers use this 'menu' to ensure classroom environments and resources support the needs of all children. In almost all lessons, teachers' instructions and explanations are clear. They use a variety of engaging teaching approaches, responding well to children's learning needs. A few teachers engage children skilfully in creating and co-creating clear steps for success. This supports children to take more ownership of their progress. In most lessons, tasks and activities for children are set at the right level of difficulty. This session, teachers are focusing on further expanding their approaches to differentiating the pace and content of learning. This should particularly benefit those children who require further challenge in their learning.
- Teachers provide high-quality digital learning experiences across all stages. Staff are highly skilled at embedding digital technologies within lessons to enhance teaching and learning. They provide opportunities for children to use a wide range of digital tools and resources across the curriculum. Older children use individual devices to access, record and share aspects of their work with confidence. Children also use applications and websites regularly that develop their skills in research and to create digital content. Children, in their role as digital leaders and 'power rangers', support peers and help to inform the development of digital learning. The school's use of digital technology has been recognised through a national award.
- Staff recognise the importance of outdoor learning and children benefit from an increasing range of outdoor experiences. Teaching and support staff make effective use of the school garden, 'loose parts' area, playground and local community to enhance learning. This is

helping children to develop their skills in different contexts and supports engagement. As planned, children will benefit from further support to progressively build on their outdoor learning and skills over time.

- Teachers use questioning well to clarify instructions and check for understanding during lessons. Older children are particularly skilled in taking and building upon the answers of others during questions and discussions. A few teachers are highly effective in using questioning to extend children's thinking, particularly in numeracy and mathematics. This strong practice could be shared with colleagues across the school to help children to develop their higher-order thinking skills.
- Staff are embedding play-based approaches leading to inquiry-based learning with all children across the school. They make very effective use of the early years national guidance and local authority and in-school professional learning. This has developed further their understanding of play pedagogy. Staff use spaces effectively to motivate children and to encourage positive interactions. Teachers plan robustly for a balance of child-led, adult-initiated and adult-led learning and play opportunities. They respond thoughtfully to children's interests and match learning experiences through exploration and investigation to children's age and stage of development. Children develop skills such as independence, creativity, predicting, exploring and collaborating very well. Teaching and support staff observe children closely during play to assess progress and identify next steps in learning. They interact sensitively with children providing useful commentary linked to key skills that children understand and can talk about. Almost all children are highly motivated and engaged, benefitting from play which supports and extends learning across all curricular areas.
- Staff monitor and check children's progress effectively using a range of ongoing, periodic, standardised and diagnostic assessments in literacy, numeracy and health and wellbeing. Staff are embedding the use of 'high-quality assessments' to evidence children's breadth, challenge and application of prior learning. Senior leaders and staff are developing further periodic assessment of other curricular areas as part of ongoing improvement work. Most teachers provide clear and helpful written feedback, including digitally. This supports children to improve their work and understand their next steps in learning. Children use self and peer assessment confidently. Teachers use assessment information very effectively to identify gaps in individual children's progress and attainment.
- Teachers evaluate and moderate their professional judgements effectively across a range of curricular areas. They meet regularly as a school and work closely with teachers from the learning community to share expectations and standards. This includes regular opportunities to observe and share colleagues' classroom practice. They are well supported by school 'Quality Assurance and Moderation Support Officers'. This is ensuring the accuracy of professional judgements about children's attainment and supporting continued improvements across learning, teaching and assessment. Senior leaders and staff can evidence the positive impact on children's attainment as a result of the school's strong moderation practice.
- Teachers collaborate regularly for planning and discuss learning strategies within and beyond the school. They use responsive and intentional planning well to meet the needs of children. Staff follow and build upon younger children's interests which leads to high levels of engagement during play experiences.
- Teachers plan using an annual overview which incorporates contexts for learning and discrete curricular areas. They make links in their planning to Curriculum for Excellence (CfE) experiences and outcomes, national Benchmarks and assessment. Senior leaders meet with teachers regularly to discuss and monitor planned teaching and learning. This helps to ensure the consistency of approaches across all stages. Teachers plan relevant connections across

the curriculum and include community links, outdoor learning, the school's 'meta-skills' programme and, increasingly, children's rights. They evaluate learning and teaching well. Through this process, teachers also identify children requiring further challenge or support, ensuring there are clear actions planned that link to classroom learning.

- Staff have highly effective approaches in using data to support children's progress. Senior leaders and teachers analyse a range of evidence and data together and look closely at children's progress. They identify individuals and groups of children who may be experiencing barriers to learning. Staff use a 'Fact, Story and Action' model to discuss how much and how well children have achieved. This results in assessments and targets linked to the national Benchmarks. As a result of these processes, senior leaders and teachers understand fully what is working well, any barriers to progress and the impact of strategies and interventions. Senior leaders and teachers track and monitor all children's progress, attainment and achievement rigorously. This includes groups such as children with English as an additional language or those who require additional support.

2.2 Curriculum: Learning pathways

- Senior leaders and staff have created and embedded a curriculum rationale which effectively summarises and explains the culture, practice and systems unique to the school community. They use this well as a foundation for developing learning pathways.
- Teachers deliver a curriculum that includes meaningful links to the local and global context. For example, recently children were learning about pollution in the River Clyde through an inquiry-based project. Staff use 'meta skills', digital technology and questioning as key drivers in their approaches. All children benefit from lessons which allow them to apply their curriculum knowledge and transfer their skills across a variety of contexts.
- Teachers use progression frameworks to support their planning for all curriculum areas. Senior leaders and staff have adapted these for a number of curricular areas to ensure planned experiences are progressively challenging and reflect the specific context of the school. For example, staff have developed further STEM 'roadmaps' and physical education frameworks. These frameworks are helping teachers to provide high-quality lessons which support children to build their learning and skills.
- Children at all stages benefit from a clear, progressive skills programme in French. They are also developing their use and understanding of Scots as part of the school's 1+2 language programme. Senior leaders and staff are reviewing additional languages to ensure these reflect and meet the needs of the school community.
- Across the school, all children take part in two hours of high-quality physical education (PE) across the week as well as regular additional physical activity experiences. PE is skilfully delivered in a range of contexts. P6 and P7 children also receive blocks of swimming instruction. There are regular opportunities for children to participate in sports supported by external specialist coaches. For example, P5-7 children benefit from weekly sports activities at the local leisure centre.
- All children access the school library regularly to select books to read for enjoyment. This is having a positive impact on children's progress in reading. All classes have a library area which includes a wide variety of books supporting equality, diversity and inclusion. All children enjoy visiting a local library and can make use of the school library card to borrow books.

2.7 Partnerships: Impact on learners – parental engagement

- Senior leaders share information regularly with all parents through newsletters and digital communications. Teachers and children also post updates about their experiences and progress through online platforms. Staff provide information, events and workshops which showcase aspects of the curriculum or school improvement work which are well-attended. Parents are introduced to the school's approaches to play-based learning during transition events when children start school. 'Stay and play' sessions for families are also organised at planned intervals and regular updates are shared about children's learning. Parents feel the information they receive helps them to stay up-to-date with school life. It also supports them well to understand and engage with their child's learning.
- Scotstoun Parent Council represent the views of the wider parent body well. They work very effectively with senior leaders to support school life and children's learning. The Parent Teacher Association (PTA) sub-group organise regular school-wide events to raise funds. For example, they offer discos and fun experiences for families, such as games nights. Most recently, the PTA have funded improvements to the playground and outdoor garden area. Children feel these have improved their experiences during break and lunch. School staff also have well-developed links with Scotstoun community and help families participate in local events, such as the 'Living Advent'. These strong parent and school partnerships are supporting children and families very well to feel included and supported.
- Approaches to promote and support parental engagement with families, including those for whom English is an additional language, are highly effective and an important strength of the school. For example, family wellbeing workers, school staff and parent volunteers provide 'Café Culture' which has received both a city-wide community school award and national recognition. Working closely with partners, senior leaders and staff enhanced parents evening approaches for families. They now include translation services, help for supporting children's learning and opportunities to socialise and meet other parents. Partnership with another local school provides summer programmes for families to sustain connections and offers support over holiday periods. The school's highly responsive and well-planned approaches have a significant positive impact for children and families.

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

- Children and staff feel valued and respected through the nurturing ethos promoted by senior leaders. Staff and children enact the school's core values creating an environment where positive relationships thrive. Relationships across the whole school community are highly positive. Almost all children feel they have a trusted adult to turn to if they feel unsafe or have any worries or concerns. Caring relationships support children to feel safe, secure and included in the life of the school. Senior leaders, staff and children refreshed the school's relationships policy, which now links more fully with values and children's rights. Children are motivated to demonstrate the school values through a 'house' system. This supports them to develop responsibility and collaborative skills. Almost all children demonstrate respect for each other and staff with very positive behaviour demonstrated across the school. There have been no exclusions for the last four years.
- Children and staff work together to audit the learning environments and spaces across the school. Staff support children very well to reflect on what an inclusive classroom looks like, feels like, and sounds like. Children's feedback has led to the introduction of 'climate checklists'. These help to provide a consistent school-wide approach. They have also encouraged the creation of calm corners, reading areas and technologies that support and enhance children's learning and wellbeing. Almost all children feel that their views are listened to and acted upon. Children utilise calm corners effectively to support their self-regulation and dignity. This results in children re-engaging quickly in their learning.
- Children benefit from teachers' strong focus on promoting and supporting wellbeing. Staff have created and deliver a progressive programme which covers the eight key themes of wellbeing. As a result, all children have high-quality experiences delivered by staff and partners which support their physical and emotional wellbeing effectively. For example, children talk about aspects of their wellbeing confidently and are very knowledgeable when describing how to keep themselves and others safe in school and online. Children also have significant opportunities throughout the day, including at lunchtimes and afterschool, to develop their physical health through games, sports and other physical activity.
- Supporting children's wellbeing during times of transition is a major strength of the school's work. Parents and children feel that approaches are extremely supportive, especially for children who require additional support in their learning. For example, a few children have additional visits to meet staff and see their classrooms. This helps them feel more comfortable and confident. All incoming P1 children are visited in their nursery by a P6 buddy to help build relationships. Staff also run holiday clubs working closely with another local school to help keep families connected and reduce any anxiety for children, particularly over the summer. Teachers ensure a smooth start each year by sharing important information about each child's needs. A whole-school transition programme builds friendships and a sense of belonging at

every stage. These well-designed approaches help children to feel safe, confident, and ready to learn. As a result they are well-prepared for transitions throughout their time at school.

- Almost all children who require additional support with their learning are making very strong progress against their own personal targets. Staff deliver a range of high-quality one-to-one and small group interventions. They use specific, measurable, achievable group or individual targets effectively to evidence children's progress. This includes planning a range of resources that will support children. For example, children benefit from the use of assistive technology tools. Senior leaders and staff track and monitor the progress of all interventions very well. This ensures children make the best possible progress from their individual starting point. Parents are consulted on their child's planned support and children's views are sought. As planned, senior leaders should continue to develop ways to involve parents and children further in planning and evaluating learning and wellbeing targets.
- All staff understand how to apply the school's procedures in relation to safeguarding and child protection. They engage in a range of professional learning to support their knowledge and understanding of statutory duties. For example, staff recently completed training on child protection, fire safety, nurturing principles and inclusive classrooms. Staff skilfully implement knowledge gained to ensure children are safe and cared for. Senior leaders use evaluations of training well to identify future themes or any remaining gaps in knowledge and understanding. They source or provide any additional training required.
- Staff and children have worked closely together to develop a comprehensive anti-bullying policy. This is helping both children and families understand what bullying can look like, how to report it, and where to access support. Senior leaders adhere to local authority and national guidelines for managing and recording incidents of bullying. While most children feel confident in the school's approaches, a few feel that they would like further support. Senior leaders should continue with plans to help all children understand how staff identify and deal with any bullying behaviours.
- All staff have a deep understanding of the social, cultural and economic context of their school. They promote an inclusive culture across the community and challenge discrimination. Staff have undertaken training to help ensure they provide a culturally diverse curriculum. A group of children worked with peers from across the city to help develop the school's anti-racism policy. They shared their work with all children and staff. Children celebrate diversity and deepen their understanding of different faiths. Parents and partners support and enhance curriculum lessons, assemblies and whole school events. This is helping children to learn about and understand Christianity and other world religions.
- Children and staff successfully accessed funding to support the school's 'Growing a Reading Community' initiative. They used this to purchase bilingual and culturally diverse books for the school and classroom libraries. Children feel these texts help them better understand both themselves and others. Senior leaders could build on this success to consider ways to further expand children's knowledge and understanding of protected characteristics.
- Senior leaders make highly effective use of PEF to provide wellbeing support for children and families facing challenges. School staff and partners work together very well to plan and deliver tailored interventions. These help children with difficulties they are experiencing, such as anxiety, resilience, or social skills. Senior leaders track and monitor the impact of this work closely. There are improvements in outcomes for almost all identified children as a result of well-considered collaborative approaches.

3.2 Raising attainment and achievement

very 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

- Overall, children's progress and attainment in literacy and numeracy is very good. Most children in P1 and P4 achieve nationally expected CfE levels. Over time, children make strong progress as they move through the school and by the end of P7 almost all children attain nationally expected levels. A few children at each stage are exceeding expected CfE levels.
- Most children who require additional support with learning, including those with English as an additional language, make very good progress from prior levels of attainment or towards their individual targets. By the end of P7, most children with English as an additional language are achieving or exceeding nationally expected CfE levels in literacy and numeracy.

Attainment in literacy and English

- Most children are making very good progress against prior levels of attainment.

Listening and talking

- Across the school, almost all children listen and engage well during class activities and discussions. At early level, most children recognise simple rhyming words in a story and can create rhyming pairs. They follow simple instructions and express their thoughts and ideas well. At first level, most children take turns and listen to others in groups. They make appropriate contributions to class discussions. Almost all children share their learning orally to others regularly and enjoy presenting. At second level, almost all children contribute very effectively to discussions and build on the ideas of others well. They demonstrate their presentation skills in different contexts, including digitally. For example, children created film trailers for a movie and used their communication skills to engage the audience.

Reading

- Children across the school enjoy reading. At early level, most children read single sounds and recognise an increasing number of double letter sounds and blends. They answer and ask simple questions. At first level, almost all children speak about a range of authors and stories with enthusiasm. Most children talk confidently about the front cover, authors, illustrators and describe the purpose of a blurb. They read with increasing fluency from class novels. They will benefit from continuing to read across a wide range of genres. At second level, almost all children can read with confidence. They predict and summarise passages and answer inferential questions about their text accurately. They recognise features of language, such as simile and metaphor, and understand why authors use these.

Writing

- At early level, most children understand and use capital letters, full stops and finger spaces between words. They write sentences with increasing independence. A few children are using connectives to make longer sentences. At first level, most children write across a variety of genres successfully, such as report writing and imaginative stories. Children are increasingly

planning their own writing. They understand punctuation marks and are beginning to use these accurately throughout their writing. At second level, almost all children write across a wide range of contexts and genres very well, such as persuasive letters to seek funding. They write extended texts across the curriculum and on digital devices. Almost all children are increasingly using figurative language to engage their reader. They are gaining confidence in using more complex punctuation in their writing.

Numeracy and mathematics

- Most children are making very good progress against prior levels of attainment. As a result of the school's highly effective approaches to teaching numeracy and mathematics, most children can demonstrate, link and apply their skills across a range of relevant and challenging contexts. Children are confident and enthusiastic about their mathematics learning.

Number, money and measure

- At early level, most children identify, recognise and order the numbers 0-20. They add and subtract within 10 and use these skills when working with money. They know the days of the week and months of the year. At first level, most children round whole numbers confidently to the nearest 10 and 100, and are building their confidence in mental agility. They select appropriate strategies to solve number calculations. They are not yet confident in applying their skills to problems involving money. At second level, most children carry out calculations involving multiplication and division accurately. They compare costs and determine affordability within a given budget and within a range of real-life contexts. They will benefit from further practice identifying the most efficient strategies to solve problems.

Shape, position and movement

- At early level, most children use programmable toys confidently demonstrating their knowledge of position and direction. They create patterns in real-life contexts successfully, such as designing a coloured ice lolly. At first level, most children use accurate mathematical language to describe the properties of a range of common three-dimensional objects. At second level, most children demonstrate a very secure understanding of a range of angles. They are confident explaining where, why and how scale is used and interpret maps with simple scales, for example, 1 cm:2 km.

Information handling

- At early level, most children ask questions confidently to gather information about favourite snacks, toys or games. They contribute well to group and class displays. Children are not yet confident discussing most or least popular. At first level, most children extract key information from data sets, including tally tables and bar graphs. At second level, almost all children gather and display data accurately using Venn diagrams, line graphs and pie charts. Across first and second level, children will now benefit from practising using technology to gather, display and analyse data.

Attainment over time

- Senior leaders are skilled in tracking and analysing the attainment of individual children, groups and cohorts in literacy and numeracy over time. Working closely with teachers, they set ambitious attainment targets for all children. Robust data over time shows that overall children's levels of attainment are sustained and are above comparator schools and local and national averages. Senior leaders track the progress of children who have English as an additional language or as a new language in detail. By the end of P7, almost all attain and achieve very well. Senior leaders and teachers continue to plan and develop both universal and targeted strategies which are helping to raise attainment further.

- Children make strong progress in their digital literacy over time. Children build and apply their digital knowledge and skills very well through a range of curriculum subjects and meaningful experiences across their learning.
- In June 2023, the school's overall attendance average was 94%. As a result of targeted work to support attendance, in June 2024 the school's average increased to 94.5% which is above the local authority and national average. Senior leaders have implemented highly effective and thorough procedures for monitoring attendance using their 'Promoting positive attendance strategy'. They communicate the importance of attendance through infographics shared with parents. Senior leaders and partners analyse data to identify patterns and trends. They work closely with children and families to address attendance issues. Bespoke packages of support are designed for children with low attendance. For example, they may access breakfast club, lunchtime clubs or activities provided by partners. For most families these supports help to improve children's attendance or reduce latecoming. Where required, staff use part-time timetables in a considered and well-managed way in line with national guidance. Staff should continue to work with families and partners to improve persistent low attendance for a few children.

Overall quality of learners' achievements

- Children experience success through a wide range of motivating experiences in school and in joint activities with coaches, community organisations and Active Schools staff. Staff and partners consult with children to plan and provide additional clubs, such as futsal, Irish dancing and rugby. These experiences support children to be confident, work as a team and communicate well. P7 children develop important leadership skills and resilience through an 8-week youth work programme. Staff teach P2 children to ride a bike or help them to improve. Children talk positively about school-wide competitions and challenges. These allow them to transfer learning into competitive contexts and provide memorable experiences. Older children also participate successfully in local events and competitions, such as dancing, tennis and athletics. Staff track children's achievements in and outside of school to identify any gaps and ensure no child is at risk of missing out. As planned, staff should continue to support children to understand and talk about the skills they are developing through their achievements.

Equity for all learners

- Senior leaders and staff are collectively committed to equity in education. They are highly effective in their work to address the attainment gap between the most and least disadvantaged children. They use data and contextual knowledge very well to inform PEF spending, investing in additional staffing, interventions and resources. Staff provide targeted support and well-considered initiatives to those children facing barriers in their learning. These accelerate their progress and support them to attain and achieve well. Senior leaders can demonstrate that approaches to equity are raising attainment in literacy and numeracy and supporting children's wellbeing.
- School staff, including family wellbeing workers, work very effectively with a range of partners within the local community and city to support children and their families. They provide clothing and food bank support for those for whom the cost of the school day is challenging. They also support families, particularly those new to the community, to find out what is on offer locally for free. Working with another school, staff and partners plan and provide free family activities over the summer, including trips to local museums or events. The Parent Council and PTA also subsidise the cost of any excursions, including residential experiences. The school's approaches are supporting equity of opportunity and reducing financial barriers to participation.

Practice worth sharing more widely

- The 'Café Culture' project supports parental engagement and lifelong learning, particularly for parents who have English as an additional language. Each week, parents participate in different activities alongside staff, such as cooking, reading and art. Through involvement in the project, parents develop further their English language, wider skills and share their own knowledge and talents with others. Parents who attend say they have become more confident and developed new skills. It has also greatly supported parents who are new to the school, increasing their sense of belonging. They feel truly welcomed and develop new friendships.
- Senior leaders and staff have developed highly effective approaches to improving equity and raising attainment. These are helping to reduce the poverty-related attainment gap. Senior leaders and staff are highly skilled in using data and evidence to inform improvement planning and strategic decision-making, including the use of PEF. The headteacher has embedded robust, collaborative approaches to moderation, tracking and monitoring which involve all staff. These ensure that the impact of ambitious interventions are measured and analysed with rigour. This highly effective, targeted work has led to increased participation and attendance levels for children and improved progress and attainment in literacy and numeracy.
- Senior leaders and staff provide high-quality support for children's wellbeing during times of transition. This helps children and families to feel included, well-supported and more confident during periods of change. Staff skilfully plan and support children leading up to and throughout key transitions. For example, children starting P1 or joining the school, changing classes and moving to secondary education. Staff work very well with nursery and secondary colleagues and community partners. They also involve older children in creating and providing transition activities and events. For example, before starting P1 a P6 buddy will visit each child at their nursery to talk and play together. Senior leaders and staff robustly measure and analyse the impact of their approaches.

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.