

Summarised inspection findings

Bracoden School

Aberdeenshire Council

12 May 2026

Key contextual information

Bracoden Primary School is a non-denominational school near the Northeast coastal village of Gardenstown and surrounding area of Gamrie, Aberdeenshire. At the time of inspection, the school roll was 41 children organised across two multi-stage classes. The headteacher has been in post for over nine years. Children who attend the school reside across Scottish Index of Multiple Deprivation deciles 5 and 6. Across the school, a few of children are registered for free school meals. The headteacher reports that a few children require additional support with their learning. There are no children who have English as an additional language.

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

- All staff work well to ensure the school's values of 'respect, enthusiasm, working together, aspiration, responsibility and determination (REWARD) are understood by children and embedded into daily school life. Almost all children articulate the school's values well and talk about how these are promoted and lived across the school. Children earn house points and certificates which celebrate their demonstration of the school values. This supports children to believe in themselves and encourages them to strive to do their very best.
- The headteacher is very well respected by children, staff, parents, partners and the wider community. Almost all parents appreciate the welcoming and nurturing approach and feel the school is well led. The headteacher is supported well by the enthusiastic staff team. Parents and community partners are actively involved in the life and work of the school. Children benefit from enriched leadership experiences through these effective partnerships. Children's contribution to and understanding of their local heritage and natural environment is enhanced through partnerships with local groups. For example, children create pieces of art using items collected on the beach and sell these in collaboration with a local shop.
- The headteacher creates a plan to help support school improvement. She ensures time is protected for planning, implementation and evaluation. All staff are involved in evaluating the work of the school and agreeing school improvement priorities. The headteacher and staff have identified a number of priorities this session. These priorities focus on improving approaches to curriculum, learning, teaching and assessment and raising attainment, in particular in reading. Moving forward, the headteacher and staff need to identify clearer actions and measures to evaluate more accurately the impact of changes on improving outcomes for all children. This should enable staff to evidence better the progress they are

making towards school improvement priorities. An important next step is for the headteacher to develop a clear strategic plan to ensure effective and consistent approaches for the teaching of literacy and numeracy across the school.

- The headteacher has created a quality assurance calendar to monitor the quality and effectiveness of the school's approaches to improve outcomes for children. This includes sampling children's written work and classroom observations. The headteacher should gather a wider range of quality assurance evidence. This should include regular focused dialogue with children and reviewing planning and assessment information. Following quality assurance activities, the headteacher provides individual teachers with feedback detailing identified strengths and next steps. Whilst this is helping staff to reflect on their work, the headteacher now needs to link quality assurance more directly to school improvement priorities. For example, observations and review of evidence this session, should focus on reading as this is a key area of planned improvement.
- The headteacher invites feedback from parents regularly through surveys and takes into consideration their views and ideas. She shares with parents effectively the school improvement plan and annual reports. Most parents feel their views are considered when making changes. The headteacher should continue to seek feedback from children, parents, staff and partners and use these to inform future improvements and policy. For example, as planned, the headteacher should involve all stakeholders in a review of the school's anti-bullying policy.
- All staff engage in annual professional review meetings and agree professional development activities linked to improvement priorities and personal interests. Support staff are positive about the impact of the professional learning they engage in during in-service days on their skills and confidence. All teachers take on leadership roles which contribute to school improvement, such as children's rights, learning journals and reading leads. Teachers are reflective and share with each other their professional learning, practitioner enquiry and the impact this has on their practice. The headteacher should work with teachers to review and evaluate more robustly the impact of this professional learning and new approaches. She should support staff to reflect on how professional learning improves outcomes for children. Teachers should continue to engage in high-quality professional learning aligned with current school improvement priorities. This should support further approaches to improving learning and teaching and raise attainment.
- The headteacher seeks the views of children to inform improvement in a variety of ways. All children's views are gathered through the learning ambassadors, who use 'How Good is OUR School?' to gather views about aspects of school life. As a result, the majority of children feel that staff take their views into account when making changes. Staff have introduced a range of pupil leadership groups which are beginning to support children to lead change within their school. All children across the school have a role within these leadership groups. Children talk positively about these groups such as rota kids, eco-warriors and librarians. Staff support children well to identify the changes that have been made as a result of their suggestions through assemblies and 'What's Changed?' displays. For example, rota kids provide 'Munchy Monday' toast to encourage children to come to school on Monday mornings. Children are particularly proud of their involvement in developing the school 'Health Haven' garden and polytunnel as part of their focus on sustainability and healthy living. All staff should continue to

develop these leadership roles for children. This should help children to influence and lead meaningful change within their school and develop further their confidence, responsibility and leadership skills.

- All staff have a strong understanding of the school community, their unique rural context and individual families' circumstances. The headteacher shares decisions about the use of Pupil Equity Funding (PEF) with parents and the Parent Council. She should now involve parents and children more fully in determining the focus of PEF to address any poverty related attainment gap.

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

- The headteacher and all staff have created a caring, supportive ethos underpinned by the school values and children's rights. This promotes positive relationships and a strong sense of belonging across the school community. Almost all children report that the school helps them to understand and respect other people. Teachers have worked well with children to create and agree class charters to share expectations for all. Overall, almost all children behave very well in class and around the school.
- All teachers have established calm and purposeful learning environments, which help children to focus on their learning. Displays are well presented and used by children to support learning. Interactions between staff and children, and among children themselves, are respectful, encouraging and built on trust and kindness. As a result, most children are motivated and engaged in their classroom activities. They demonstrate enthusiasm and curiosity during learning activities and when speaking with visitors to the school.
- Children enjoy working in different ways, including independently, in pairs and small groups. However, in most lessons, children's learning is overly teacher led, the pace is slow and too much time is allocated to teachers' explanations. As a result, a minority of children become disengaged. Teachers should now focus on gaining the right balance between direct teaching and children engaging in active learning. Children need more frequent opportunities to make choices, lead aspects of their learning and take greater ownership of tasks.
- In almost all lessons, prior learning is revisited and meaningfully connected to new activities. This helps children build on what they already know. In most lessons, teachers provide clear explanations and instructions. They share with children the purpose of learning and how they can demonstrate that they have been successful. In a few lessons, children are involved in creating the measures of success with teachers. In almost all lessons, teachers use questioning appropriately to check children's understanding and to recall key information. In a few lessons, teachers use highly skilled questioning to extend children's thinking. The headteacher and teachers should work together to improve questioning further to support children's use of higher-order thinking skills.
- In a majority of lessons, children experience learning which is appropriately matched to their needs. These lessons offer appropriate level of challenge and support, helping children to make better progress. Teachers need to further develop how they plan learning within a

multi-composite class. This will help ensure that all children receive appropriate levels of support and challenge in every aspect of their learning.

- In most lessons, teachers use praise and oral feedback appropriately to support children in their learning. This is most effective when teachers explicitly link feedback to the intended learning and the skills being developed. In a minority of lessons, children engage in self- and peer-assessment activities. Children, supported by teachers, are beginning to identify personal targets to support their progress in literacy and numeracy. The headteacher should support teachers to develop a consistent approach to giving feedback. This will help children have a stronger understanding of their own progress and help them set learning targets that are both challenging and achievable. Teachers should work together to improve the effectiveness of written feedback. They should ensure feedback links closely to the purpose of the lesson and how children can be successful.
- Teachers are at the early stages of developing approaches to play for younger children. They have engaged well with professional learning on play and continually reflect on and improve their practice. The learning environment is being enhanced to ensure children have access to a wide range of resources and activities that support learning through play. As a result, children are building their curiosity, creativity and sustained engagement as they apply their skills across varied contexts. Teachers should now further integrate play more fully within lessons across the day.
- In most lessons, teachers use interactive whiteboards well to support children's learning. All children have an individual digital tablet to support their learning. Children use a range of applications and programs confidently to enhance their learning. For example, children use online platforms well to consolidate literacy and numeracy learning and to support research skills. Older children lead a successful lunchtime coding club, and the school radio station supports them to develop skills in communication, teamwork and digital media. Going forward, teachers need to develop children's skills in digital literacy in a structured and planned way through a range of contexts. This should support children more effectively to build on their skills as they move through the school.
- Outdoor learning is an important feature of the curriculum. Teachers plan high-quality, outdoor learning experiences for all children including planting and growing, campfire cooking, orienteering and den building. This is a strength of the school. Staff use the school grounds, woodland and local community in creative ways to support children to learn about sustainability and their role as global citizens. Staff have developed an appropriate whole-school outdoor learning pathway. This supports children to take part in well-planned, progressive activities as they move through the school. This enables them to develop important life skills in different settings and to play an active role on looking after their school grounds and local area. This strong practice has contributed to children receiving national awards for their contributions to nurturing their local environment. As planned, staff should now track more systematically the skills for learning, life and work gained through these experiences.
- Across the school, teachers use a range of approaches to assess children's progress in literacy and numeracy and mathematics and health and wellbeing. This includes National Standardised Assessments and ongoing assessments. Approaches to assessment are not consistent across the school. The headteacher and teachers need to review when children undertake specific

assessments across the year. This should support teachers to make more effective use of assessment data to plan learning that is set at the right level of difficulty for all children.

- Teachers have undertaken moderation work with colleagues from other schools to develop a shared understanding of expected standards. Most recently they have focussed on numeracy, writing and play in the early years. Teachers should continue to engage in regular moderation activities with colleagues within the school and across other schools. This should help to improve the robustness of professional judgements when assessing children's progress in learning across all curricular areas.
- Teachers plan across different timescales. They track coverage of Curriculum for Excellence (CfE) using national Benchmarks. Teachers use a rolling three-year programme which links learning across different curricular areas to plan a range of lessons and experiences. They involve children well in the planning of learning by gathering their views on what they already know and what they would like to find out. This helps ensure learning motivates and engages most children. Teachers need to plan more clearly for different groups within the class. The headteacher needs to work with staff to review and improve planning approaches to ensure all children build effectively on prior learning and access their full curriculum entitlement.
- The headteacher and staff meet termly to discuss children's progress in literacy and numeracy. Together they identify well children who are on track or require additional support. The headteacher should continue to support staff to use tracking information more meaningfully to inform planning for all learners. This should help maximise children's progress and raise attainment across the school.

2.2 Curriculum: Learning pathways

- Teachers use a range of different learning pathways and programmes of work to plan children's learning within and across different curriculum areas. The inconsistent approaches used across the school means that not all children are developing skills and knowledge progressively as they move through the school. Staff should use local authority learning pathways to support planning for all curricular areas.
- Staff have established highly effective working relationships with a range of community partners. These partners make valuable contributions to enhance children's real-life experiences, where children are responsible citizens and contribute effectively to their local community. For example, children develop skills through partnership working in art, heritage projects and charity work. This supports children effectively to develop skills for learning, life and work.
- Teachers provide planned lessons and experiences to support learning in French, Doric and Scots Language. Staff now need to ensure a coherent and progressive approach to language learning is embedded from P1 to P7, in line with national expectations. This should allow children to build on their prior knowledge as they progress through the school.
- In all classes, children have access to two hours of physical education (PE). These sessions take place indoor and outdoor. Children develop skills in team games and learn about the positive impact of sport on their physical and mental wellbeing. Staff should introduce a progressive pathway for PE to improve further the quality of children's learning in this area.
- Staff and children have created a culture of reading for enjoyment across the school. Their work in this area has been recognised through achievement of a national reading award. The school library provides children with opportunities to develop their reading for enjoyment and reading skills. Children visit the school library weekly and borrow books to read in class and at home. Children across the school are developing leadership skills in their role as school librarians. They help keep the library well-organised and create informative displays which focus on themes and authors.

2.7 Partnerships: Impact on learners – parental engagement

- Staff have very positive relationships with families. Almost all parents feel that they receive helpful, regular and timely information about their child's progress, for example through parent evenings and learning events. Most parents feel the school organises activities where they can learn together with their child, for example, last session, children and families learned together about the school's history through events to celebrate the school's 150-year anniversary.
- Most parents feel they are encouraged to be involved in the work of the Parent Council. The Parent Council are actively involved within the school. They regularly raise funds to support educational trips, visitors, workshops and digital devices. This helps to enrich the learning experiences and effectively reduces the cost of the school day for all children.

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

- All staff have established a welcoming and nurturing learning environment. Staff know their children and families very well and demonstrate warmth and care through their interactions with children. This helps to create and maintain very strong and respectful relationships amongst children and staff. Children are immensely proud of their school and are welcoming to visitors. Staff work well as a team to provide strong support to improve children's wellbeing. Most children report that they feel safe in school and that staff treat them fairly and with respect.
- Most children are developing well their knowledge, understanding and language of children's rights and link these to the school values. Older children lead aspects of promoting children's rights through daily morning reminders to the school of the rights of the week which are helpfully illustrated through animal characters. The children in the rights respecting pupil leadership group support the awareness of rights through assemblies, charitable events and school displays. As a result of this work, the school has achieved a bronze level national accreditation. Most children talk about children's rights with increasing confidence as they progress through the school and what these mean for themselves and others. As planned, staff should continue to embed children's rights across all aspects of school life including during class learning activities.
- Almost all children are developing well their understanding of factors that impact on their wellbeing. Almost all children describe what it means to be safe, including road safety and how to keep safe online. Children share any concerns or issues with adults, for example through the use of 'feelings boxes' in classrooms. Almost all children feel they have a trusted adult in school they could speak to if they have worries or concerns. Staff have evaluated classrooms to ensure they are inclusive and nurturing. As a result, children learn in calm and purposeful classrooms. A few children, who on occasion are upset, are supported sensitively by staff to resolve any issues and engage in learning. Children evaluate their wellbeing three times a year using wellbeing indicators and discuss their wellbeing with staff. Children have a sound understanding of their own wellbeing. Staff use these discussions to support individual children. Moving forward, staff should develop further the use of the wellbeing assessment tool to record and identify children's wellbeing. This should support children to develop a deeper understanding of their wellbeing over time.
- Most children and almost all parents agree that the school deals well with bullying or have never experienced it. The headteacher ensures that any incidents that take place are recorded

in line with national guidance. Staff should involve children and parents to review the anti-bullying policy and positive relationships policy in line with national guidance. This should help to ensure a clearer understanding of relationships and behaviour across the whole school community.

- Children develop well their understanding of emotional and physical health through health and wellbeing lessons. Teachers plan children's health and wellbeing using CfE Benchmarks. Staff should now use local authority health and wellbeing planning pathways to ensure learning is progressive. Almost all children speak enthusiastically about the wide range of experiences in school to improve their physical health such as street dance and trampolining. Most children feel the school helps them to stay healthy. Staff engage with a wide range of partners to support children's learning about healthy eating and food. Children identified that they wanted to cook outdoors. They built a pizza oven in the school grounds and grow fruit and vegetables in the polytunnel, which they use to make their own healthy soup. As a result, children speak confidently about the link between food and health and develop skills for life, learning and work.
- The headteacher has effective procedures in place to identify children who require additional support. Parents participate in planning meetings. Children's and parent's views are captured appropriately in child's plans. Plans are reviewed on a regular basis. Overall, most children who require additional support with their learning are making appropriate progress towards their individual targets. Moving forward, the headteacher and staff should ensure that all targets are specific, measurable and have timescales identified. This should help to support staff to identify children's progress better and inform future planning.
- The headteacher and staff seek appropriate advice and support from a range of school partners to improve wellbeing and learning outcomes for a few children. These services, including educational psychology and local authority peripatetic teams, provide staff with valuable advice and approaches to support individual children. Teachers use these approaches effectively to plan appropriate interventions. As a next step, the headteacher should support teachers to evaluate more effectively the impact specific interventions have on children's progress and on closing any identified gaps in learning.
- The headteacher collaborates effectively with partners from other settings to develop well-planned transition programmes for both nursery to P1 and from P7 to secondary school. All P7 children attend the associated secondary school for three weeks in June of their P7 year. Parents feel that this supports children to have a successful start to secondary. Staff plan effective enhanced transition for a few children who require additional support with their learning and wellbeing. As a result, children experience successful transitions and progress in learning.
- The headteacher and staff meet their statutory duties for wellbeing, equality and inclusion well. All staff have up-to-date training relating to safeguarding and child protection. As a result, staff are confident about their role in safeguarding procedures.
- Teachers plan learning effectively to deepen children's understanding of Christianity and other world religions. They should use local authority religious and moral education planning pathways to ensure learning is progressive. Children benefit from regular quality religious

observance through assemblies. For example, staff have built strong partnership with the local church, who support the children to celebrate key festivals in Christianity at assemblies.

- Staff support children well to understand their own talents and skills and celebrate these through class learning and school assemblies. For example, the weekly 'secret student' recognises and celebrates children's unique attributes relating to school values. Children report that this helps to build their confidence. Children across the school are developing their awareness of inclusion and diversity. Staff should continue to develop and support children's learning about equalities and diversity to include all protected characteristics. This should support children to feel able to understand, recognise and challenge discrimination.

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

- At the time of the inspection, the school roll comprised of a small number of children across all stages. As a result, attainment and progress will be expressed in general statements, rather than for specific year groups or CfE levels.

Attainment in literacy and numeracy

- Overall, attainment in literacy and English and numeracy and mathematics is good. Attainment in numeracy is stronger than literacy. Most children across the school are on track to achieve, expected levels of attainment in literacy and numeracy. A few children across the school are working beyond expected levels. A minority of children are capable of making greater progress in their learning.
- Children who require additional support for their learning, are making good progress against their individual targets for learning. Staff need to strengthen systems that help them understand how well interventions are improving outcomes for children.

Attainment in literacy and English

- Overall, most children are making good progress in literacy and English. A minority of children are capable of making better progress.

Listening and talking

- Across the school, most children follow instructions and listen well to their teachers and peers. Younger children generate rhyme from a given word or sound with increasing confidence. They ask and respond to different types of questions well to show their understanding. Children at the middle stages understand and apply a few techniques successfully when engaging with others, such as eye contact and body language. They express well their ideas and opinions during group discussions. Older children show respect for the views of others and offer their own viewpoint confidently. At every stage, children would benefit from a more structured approach to develop listening and talking skills.

Reading

- Younger children choose a story for enjoyment. They are beginning to use their knowledge of sounds to read simple words. Children at the middle stages read with increasing fluency and use a few strategies to decode unknown words. They know the difference between fiction and non-fiction texts well. They now need to understand inferential and evaluative questions. Older children identify confidently the main ideas of texts and offer their own ideas about

characters and setting. They are less confident at recognising techniques used to influence the reader, for example, word choice, emotive language and rhetorical questions. Children at the middle and upper stages would benefit from greater opportunities to explore and become more familiar with a wider range of more challenging texts.

Writing

- Younger children are learning to form letters correctly. They are beginning to write simple sentences about their experiences. At the middle stages, children plan and organise their ideas and information using an appropriate format. They link sentences well using common conjunctions. Children's consistent application of appropriate punctuation should continue to be developed. Older children use paragraphs successfully to separate thoughts and ideas. They are developing confidence in using a range of techniques to engage the reader, such as the use of figurative language. Across the school, children need to write extended pieces of writing more regularly. A few children at all stages, require further support to improve the layout and presentation of their written work across the curriculum.

Attainment in numeracy and mathematics

- Overall, most children are making good progress in numeracy and mathematics.

Number, money and measure

- Younger children count to 20 and identify and recognise numbers from 0 to 20. They use practical materials to add two numbers together within ten. They need further practice to subtract two numbers. Younger children know what day and month it is. They are not confident recognising o'clock on an analogue display. Children at the middle stages, identify the value of each digit in numbers to 1,000. They add and subtract using mental strategies within 20 and use written strategies to add to 1,000. Children at the middle stages need to revisit multiplication and division facts to solve problems. Older children use appropriate strategies to solve multi step number problems and explain why they have chosen a particular process. They calculate problems with fractions, decimal fractions and decimals confidently. Older children demonstrate quick mental agility and enjoy competitive and challenging activities.

Shape, position and movement

- Younger children recognise common two-dimensional shapes. They group and sort objects by shape, size and colour. They are less confident recognising three-dimensional objects. Children at the middle stages know and use the compass points, North, South, East and West. They describe and use two figure grid references accurately. Older children discuss, describe and classify angles using appropriate mathematical vocabulary and identify complementary and supplementary angles confidently. They should develop their understanding of how to calculate the diameter of a circle.

Information handling

- Younger children answer simple questions about favourite fruits from a pictorial graph. They sort and match objects using colour, shape and size. Children at the middle stages use appropriate vocabulary of likely and unlikely to describe the likelihood of events occurring. They interpret an increasing range of graphs including Venn diagrams to extract information. Children make accurate predictions involving chance and probability and explain their thinking. They display and data in line and bar graphs and interpret information from a range of tables

and graphs. Across the school children would benefit from regular opportunities to create charts, diagrams and graphs, appropriate to their stage, making effective use of technology.

Attainment over time

- In session 2024/25 the overall attendance was 93.8%. This is in line with the national average. The headteacher monitors children's attendance carefully. A few children have attendance which falls below 90%. There are a variety of reasons for this, including illness and families taking holidays during term time. The headteacher and staff take a proactive approach to improving attendance through regular engagement with families of children whose attendance is a concern. This includes tailored support for children and meetings with parents where required for a few children, to build their confidence in coming to school. This collaborative approach has helped to improve attendance for these children. There are no children on part-time timetables. There have been no exclusions in recent years.
- Due to the small school roll and fluctuating numbers at each stage, attainment percentages can vary significantly. The headteacher and staff track children's progress in literacy and numeracy however data over time is not reliable. Staff need to strengthen their use of moderation, national Benchmarks and assessment information to review children's attainment and progress. This should support them to use data more effectively to address any gaps in children's learning and improve children's progress in literacy and numeracy.

Overall quality of learners' achievements

- The headteacher promotes a strong culture of recognising children's achievements. Staff celebrate well children's successes within and out with school through assemblies, certificates linked to the school values and achievement displays. These approaches help children to recognise their progress, feel proud and grow in confidence. Children take pride in achieving local and national awards, including rights-based learning, sports and reading accreditations. These successes help children develop well their skills in areas such as citizenship, sustainability, teamwork and digital technology. All children play an active role within their school and local community. This includes ongoing partnerships with a local care home, church, playgroup and heritage centre. These partnerships are supporting children to be successful and confident in applying their learning in new and unfamiliar contexts. They are developing skills such as empathy, collaboration and communication.
- Almost all children feel the school provides them with the opportunity to take part in activities in school beyond the classroom and timetabled day. Children participate in a range of lunchtime and after school clubs. These include gymnastics, athletics, knitting and Bible club. Children develop new skills, confidence and teamworking as a result of attending these clubs. Older children are increasingly leading clubs for younger children such as dance, golf and coding. They speak confidently about the skills they are developing through these leadership opportunities, including responsibility, resilience and decision-making.
- Staff support children well to record their wider achievements. Staff are aware of children at risk of missing out and target support for those children not participating in achievements. Staff should now discuss and track the skills children develop through their achievements, linking these to skills for learning, life and work. This will help children recognise how their achievements connect to their learning and overall progress.

Equity for all learners

- The headteacher and staff have a clear understanding of the socio-economic context of the school and rural community. They know children and families very well and offer sensitive support to those who may require help. The headteacher is proactive in discreetly securing supports for families, such as signposting services and accessing funding for individual needs. Staff ensure financial constraints do not prevent any child from engaging in opportunities for learning and achievement. For example, the school's pre-loved uniform provides free high-quality school uniforms. Staff build and maintain strong links with local businesses and community groups to create opportunities for children to participate in a wide range of projects and activities.
- The headteacher uses Pupil Equity Funding (PEF) for additional staffing. This includes support for a few children to help them make progress in literacy, numeracy and health and wellbeing. Staff need to strengthen approaches to gathering evidence on the impact of PEF on targeted children. This should support them to make informed evaluations about how well targeted approaches accelerate the progress of identified 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.