

Summarised inspection findings

St Brigid's Primary School

Glasgow City Council

3 March 2026

Key contextual information

St Brigid’s Primary School is a Roman Catholic primary school serving the area of Toryglen in south Glasgow. At the time of inspection, the school roll was 299 with children arranged over 12 classes. Almost half of children are identified as having additional support for learning needs. Over a third of children speak a main home language that is not English, Gaelic, Doric or Scots.

Almost half of children in P6 and P7 are entitled to free school meals. Most children reside in Scottish Index of Multiple Deprivation (SIMD) data zones 1–3. A few children live in SIMD data zones above 5.

The school has experienced several changes in leadership over recent years. The school is led by an acting headteacher, acting depute headteacher, one permanent and two acting principal teachers. The acting headteacher has been a member of staff for 9 years. She assumed the role of acting headteacher in January 2025. The substantive headteacher is currently on secondment to the local authority. Previous to this, he was the executive headteacher with shared leadership responsibility for St Brigid’s and another primary school in the local authority. The acting headteacher has leadership responsibility for St. Brigid’s Primary School only.

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

- The acting headteacher, very ably supported by the acting depute headteacher , leads the school community very well. She supports consistently the school’s vision of a ‘caring and supportive community where children learn, live and love in the image of God’. As a result, all children thrive in a very warm, highly nurturing and inclusive environment. All children feel valued, supported and cared for. They are happy, enthusiastic and motivated to learn.
- Gospel values are deeply rooted in the school’s values of Community, Hope, Independence, Love, Determination, Respect, Encouragement and Nurture. These are very well embedded across the school and local community. Children explain with clarity the school’s values and how these support them to make positive choices in their lives at school and at home. Senior leaders, staff and children embody fully the school’s values in their interactions with each other in school and the wider community. This fosters a deep sense of belonging and supports very effectively the acting headteacher’s vision of the school community as an extended family. Moving forward, staff, children and parents should consider how the children’s sense of ambition and aspiration could further support children’s experiences.

- Children, parents and school partners hold senior leaders in very high regard. They welcome their visibility and approachability. Senior leaders sustain very positive, long-established relationships with parents and families. They know children and families exceptionally well. All staff have a very secure understanding of the social-economic context of children and families. Senior leaders use this knowledge very effectively to ensure all children and families have the support they need when they need it. This informs very well their use of Pupil Equity Funding (PEF).
- The acting headteacher's strategic leadership of the school is very effective. Through very skilful building of positive collaborative relationships, she ensures all staff share the long-established vision of continuous improvement and raised attainment. Senior leaders work collegiately with all stakeholders to identify and agree appropriate and well considered priorities for improving the school. This session, improvement priorities include learning through play, outdoor learning, modern languages and thinking skills. The acting headteacher uses 'Grand Challenges' as drivers for improvement. In doing so, she clearly understands the need to ensure all improvement results in long-term sustainable change, rooted within the school's context.
- Senior leaders focus clearly on providing very extensive opportunities for wider achievement. This builds very effectively children's confidence, resilience and character. Senior leaders should now work with staff to consider how these opportunities can be used more precisely to raise attainment for children. This will support a clearer understanding of which opportunities have the greatest impact on improving outcomes for children.
- Senior leaders and staff use robust self-evaluation very well to identify correctly appropriate priorities to improve outcomes for children. In doing so, they consult widely and very effectively with cluster schools, local authority and community partners. For example, through close partnership with the local secondary school, children now learn Spanish to support better their transition experience.
- The acting headteacher implements a very effective collegiate calendar to improve learning and teaching. The staff team use this time very well to work with each other and senior leaders to improve outcomes for children. They value the planned, protected time for professional dialogue and self-evaluation and use this time effectively to work together to improve their practice. This collegiate approach, supported by the high-quality curriculum, is helping to build consistency in children's experiences.
- Senior leaders promote very effectively leadership at all levels. The acting headteacher understands and values staff members' individual strengths and interests. She supports and encourages staff to widen the impact of these across the school. She empowers staff to lead meaningful change in school. As a result, all teachers, undertake enthusiastically leadership roles in school. For example, teachers across all stages are exploring the use of play experiences to improve outcomes for children. All staff participate regularly in professional review and development activities. They link skilfully their professional learning to professional standards and school improvement priorities. This is helping to improve consistency in children's experiences.
- Leadership by children, for children across the school is very effective. Children speak very positively of their leadership roles and of how these roles support them to improve the school. For example, they are rightly very proud of their roles as 'ambassadors of change'. Children

have very extensive opportunities to extend and deepen their leadership skills through groups such as the Junior Leadership Team, Digital Leaders, Eco Leaders and Health and Sports Committees. As they do so, children create improvement plans and appropriate measures of success for their work. The Junior Leadership Team visit classes regularly to monitor progress of the school improvement priorities. They ensure children's views are represented well in the school's improvement journey.

- Children's rights underpin the work of children's leadership groups. Children explain passionately how their leadership work supports their right have their voice heard. This results in deep, meaningful change in school. For example, the Junior Leadership Team worked very closely with senior leaders to create the sensory room. As a result, children who need a quieter space to regulate their emotions are now better supported in school.
- Children's leadership extends beyond the school, displaying commendable commitment to the local community. Children are very active members of the local parish, contributing regularly to church services and events. Members of the charitable group 'Minni Vinnies' plan and organise events to raise funds to help local and global people in need. This supports children very effectively to develop their leadership skills, modelling fully the school's values as they do so.
- There are very strong examples of highly effective partnerships which improve outcomes for children. Senior leaders and staff support and enhance very effectively the well-established partnership with the local authority 'Baby Strings' music project. Senior leaders' relentless focus on improving children's experiences ensures that every child in school has extensive access to high-quality music tuition and experiences.

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

- Children's learning experiences are supported by high-quality relationships and the positive school ethos. All children are polite, friendly and demonstrate care and respect towards each other, adults and the wider community. They are very proud of their school. All staff know children very well. Their nurturing and inclusive approaches create a calm and purposeful learning environment. As a result, all children behave very well.
- Senior leaders and staff use very well the agreed, well-considered learning and teaching guidance. This supports teachers very effectively to provide a consistent, structured approach to teaching and learning across the school. Almost all teachers have very high expectations of children, providing high quality learning and teaching activities.
- In all lessons, teachers share clear instructions and direction with children. They support children very well to reflect on prior learning and understand their next steps. As a result, almost all children explain well what they are learning and what they need to do to be successful. In a few classes, teachers work together well with children to agree 'steps to success' in learning. Children's ability to take greater ownership of their learning is very well supported as a result. Senior leaders and teachers should now ensure this positive practice extends to all classes. In most lessons, teachers support children to understand how their learning can be used in real-life contexts. For example, children use their skills in art and design to convey powerful messages in support of children's rights. This helps children to increasingly see the relevance of their learning in their everyday lives.
- Almost all teachers use questioning very well to check children's understanding. Most teachers use skilfully children's responses to adapt their teaching to extend children's learning. They support children sensitively to build confidence in sharing their ideas and opinions. As a result, most children explain how 'making mistakes' helps them to get better in their learning. In most lessons, children benefit from effective, impactful written and verbal feedback. This allows children to know and understand what they have done well and what they need to do next to get even better. This supports children very well in their journey to be successful learners.
- Teachers provide children with regular and appropriate opportunities to work independently, in pairs and in groups. However, most lessons are overly teacher led at the beginning of the learning activity. This results in the pace of learning being too slow for a few learners. In most lessons children could settle more quickly to independent and group activities. Children engage more consistently when learning in activities which bring different areas of the curriculum

together. Teachers should now consider how they extend this good practice to other areas of the curriculum.

- In almost all lessons teachers meet children's needs very effectively. Support staff interact skilfully with children to enhance their understanding and engagement in learning. In almost all classes, tasks and activities are very well matched to most children's needs. However, a few children at first level are capable of achieving more and would benefit from increased challenge in their learning. Teachers at these stages should now consider how to support these children to be more independent in their learning.
- Almost all teachers and children use digital technology very effectively to support children in their learning. All teachers use well a clear, progressive digital learning pathway. This supports children effectively to build skill and confidence in digital learning. All children benefit from very regular opportunities to apply their digital skills across all aspects of learning. Children who require additional support with their learning use digital technology such as speech to text applications very well to help remove potential barriers to learning. Most teachers and support assistants use digital technology very effectively to offer very high quality, in moment, individualised feedback to children. Children speak very positively of the impact of this feedback upon their learning.
- Teachers at the early stages have engaged well with national guidance and professional learning to support children's learning through play. They use this professional learning very well to provide engaging and stimulating learning spaces. Teachers ensure an appropriate balance of child-initiated and teacher-directed play. They use observations of children's learning very well to plan responsive and purposeful, early level play experiences. These experiences support very well high-quality interactions amongst children and between children and teachers. As planned, teachers should now consider how older children can experience the principles of play-based learning. This should provide all children with play-based enquiry experiences appropriate to their age and stage.
- Senior leaders and teachers make very good use of a detailed assessment calendar which is underpinned by a comprehensive assessment policy. As a result, teachers implement an appropriate variety of well-planned ongoing, periodic and standardised assessments. Additionally, teachers engage very effectively in very regular, well-planned opportunities to moderate all aspects of the learning, teaching and assessment cycle. Their shared and agreed approaches to assessment of learning is helping to ensure robust judgement of children's progress and attainment.
- In almost all classes children have regular opportunities to assess their own learning. This supports them to recognise better their own progress. As a result, almost all children clearly articulate their progress in learning and what they need to do next to achieve more.
- All teachers plan for learning diligently in long- and short-term timescales. Teachers work together very effectively to plan whole school approaches to learning which brings together different areas of the curriculum. As a result, contexts for learning are highly relevant to children's interests and their local community. These approaches provide children with rich learning experiences which engage and motivate children very well. This encourages high aspirations and ambition amongst children.

- Teachers use the local authority staged intervention model effectively to plan for children who require additional support with their learning. Children are supported by well-considered wellbeing and assessment plans. Teachers use these to track and monitor individual needs and to plan supports to help children achieve and attain.
- Teachers use well-planned and robust systems to track and monitor children's progress. They meet with senior leaders termly to discuss children's progress in literacy, numeracy and health and wellbeing. Together, they carefully consider a range of information about children's learning to understand the learning profile of all children. Senior leaders and teachers use a wide range of assessment information to make accurate, evidence-based judgements of children's progress. They use this evidence well to plan next steps in learning for almost all children. Senior leaders use this information robustly to review the progress of different cohorts of children. For example, they carefully monitor children who may be impacted most by socio-economic challenge.

2.2 Curriculum: Learning pathways

- The school's curriculum is highly ambitious and aspirational. It reflects very well the principles of a Curriculum for Excellence (CfE). The well-considered curriculum extends children's understanding of their local and global place in the world. It supports all children very well to develop the skills, knowledge and understanding for learning, life and work.
- All teachers make effective use of progressive pathways which take account of CfE experiences and outcomes. They use these to plan very effectively for children's learning within literacy and numeracy and across all aspects of the curriculum. This helps children very well to build on what they have already learned.
- Staff plan collaboratively meaningful and relevant contexts, using the local environment, to link learning across subjects. This motivates and engages children in their learning. For example, all children across the school, learn progressively about aspects of life in Glasgow. As a result, children demonstrate an exceptional understanding of their local and wider community. Senior leaders and teachers ensure the curriculum develops children's social and emotional needs. For example, older children work in partnership with children from a local primary school to explore themes of anti-sectarianism. This work strengthens children's commitment to inclusion, equality and diversity.
- Staff plan a range of outdoor learning approaches to engage children in their learning. For instance, older children built trenches in the playground to explore their understanding of events in World War One. Moving forward, staff should continue to develop outdoor learning to ensure a more consistent, progressive approach across all stages.
- Senior leaders, teachers and staff demonstrate a clear commitment to developing children's skills in expressive arts. Across the school, children have regular, very high-quality experiences in music and art. This is supporting very effectively children's creativity and is building very well their confidence and resilience in learning. All children benefit from two hours of high-quality learning in physical education (PE) weekly. They develop well their sporting and team participation skills. Children speak with clarity of how fitness contributes to their general wellbeing.
- Younger children learn Spanish as part of the school's approach to delivering the 1+2 languages policy. Older children currently learn French. Moving forward, all children will learn Spanish. Additionally, children in upper stages will also learn French. This should provide consistency of approach across the learning community and support better children's transition into secondary school.
- Staff work very well with partners and parents to provide children with opportunities to learn about the world of work. For example, staff work effectively with parents and local businesses to plan careers fayres and work placements to help children develop skills for learning, life and work. These experiences impact very positively on future career aspirations.
- Children in all classes have regular opportunities to read for enjoyment in class. This is supported by a recently refurbished school library accessed regularly by all classes. These approaches are developing a positive reading culture across the school.

2.7 Partnerships: Impact on learners – parental engagement

- Almost all parents report their child enjoys being at school and believe their child is making good progress. Parents benefit from very warm and highly supportive relationships with school staff and feel staff treat their child fairly and with respect.
- Almost all parents appreciate the opportunity to share in their child's learning through events such as open afternoons, curricular workshops and transition information events. These events provide parents with a greater understanding of their child's learning and progress and how they can support their child at home. Parents benefit further from very regular updates about their child's learning through online platforms.
- Senior leaders and staff are committed to strengthening further relationships with families. They deliver a very comprehensive programme of family learning events. Staff consulted extensively with parents to ensure the learning plan for these events met the needs and interests of children and families. This initiative has been very well received by parents.
- Staff are very well supported by the active and engaged Parent Council. This group works successfully to raise funds to support impactful learning and social experiences for children and families. Senior leaders work very closely with the Parent Council to agree school improvement priorities and the allocation of PEF resources. This ensures a strong understanding across the school community of the school's improvement journey.

2.1 Safeguarding

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

3.1 Ensuring wellbeing, equality and inclusion

very good

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Senior leaders and staff across the school prioritise children's wellbeing as a key to success. The highly nurturing, welcoming and respectful ethos in the school impacts positively on children's sense of belonging and feeling valued. Staff know children and their families very well. Children feel that staff understand and value them as individuals. Staff encourage children to do their best and ensure that children are supported very well to achieve. Children across the school demonstrate a high level of self-worth.
- Staff use very well a wide range of whole school and targeted approaches to gather children's views on their wellbeing. Senior leaders use information from annual wellbeing surveys to inform changes at whole school level. Teachers use daily check-ins to ensure they act promptly upon children's evaluation of their emotional wellbeing. Senior leaders use their knowledge of individual children's needs very well to plan effective, targeted approaches to develop children's wellbeing. Senior leaders have a clear overview of wellbeing data gathered through annual surveys. Class teachers action effectively wellbeing data gathered on an ongoing basis at class and individual level. However, this data is not yet captured within the whole school wellbeing overview. Senior leaders should now collate this information to better identify emerging patterns and trends across the school.
- Children understand, explain and use the language of wellbeing very well and share their feelings openly when they need support from adults in the school. Almost all children know an adult they can talk to if they need help or support.
- All staff promote approaches to positive behaviour very well. They use strategies consistently to support a few children understand effective ways to regulate their behaviour. Senior leaders provide a very high level of care and support to a few children who require additional support to manage their emotions and reactions. This support includes establishing clear and predictable routines through a stable environment for learning.
- Children have very high expectations of their own behaviour and the behaviour of others. Staff listen very carefully and act upon the views of children. They understand and follow consistently the school's approaches to anti-bullying. Almost all children feel that the school deals well with any instances of bullying that occur. Senior leaders and staff should provide further support for a few children who feel that bullying is not resolved effectively.
- All children benefit from a progressive, high quality and relevant health and wellbeing curriculum. The school achieved a national award for their delivery of sport through the curriculum. Children speak confidently about their own wellbeing and what keeps them healthy.

They know about physical health and clearly discuss aspects of positive mental health. Staff are knowledgeable about a wide range of wellbeing issues and use this to respond to individual children on an ongoing basis. For example, staff use their professional learning very well to support children experiencing trauma. Children in the school speak with clarity about important issues such as misogyny and sectarianism.

- Children benefit from early identification of any additional support they require. Senior leaders and staff ensure that identified children receive timeous, appropriate support. They evaluate children's needs and interventions regularly and rigorously, ensuring agreed interventions are delivered consistently by all staff. Children speak very positively of the support they receive. Children with English as an additional language are supported very well in class, with a few interventions delivered appropriately out with the classroom. This helps these children to develop confidence and to play a full and positive role in the life and work of the school. All children who have joined the school from elsewhere say they feel welcomed and supported by the school community.
- Staff fulfil their statutory duties very well to support children who require additional support with learning. Staff agree that they know, understand and implement the school's procedures related to child protection and safeguarding. Staff attend professional learning to ensure their knowledge is relevant and up to date. As a result, almost all children feel safe and cared for in school. Senior leaders maintain accurate and comprehensive records of each child's needs. Teachers and support staff work very closely and effectively together to support children with their wellbeing and learning. In addition to the very well organised in-school partnership working staff work very effectively with outside agencies when required. This ensures that each child gets the support they need when they need it.
- Teachers and children have a sound understanding of the United Nations Conventions on the Rights of the Child. Children confidently speak about their rights and make connections between their rights and their learning. They are supported very well to understand and explore their rights through tasks, activities and other aspects of the life and work of the school. All staff use class charters, leadership group activities and assemblies very effectively to maintain a relentless focus on children's rights.
- Staff and children promote an inclusive environment underpinned by respect. Children across the school demonstrate a well-developed understanding of inclusion, diversity and discrimination through real life contexts and their interdisciplinary approaches to learning. They speak confidently and with compassion about barriers others may experience. In addition, through learning experiences and cultural celebrations, children know about, respect and celebrate different cultures. Staff attend professional learning with an associated primary school and the learning community educational psychologist. This targeted work helped staff become more informed about neurodiversity and supported them to change their practice. As a result, more children benefit from a more appropriate and inclusive learning environment.

3.2 Raising attainment and achievement

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Overall, children's attainment in literacy and numeracy is good. At P1, P4 and P7 most children achieve expected CfE levels in listening and talking and reading. At P1 and P4 most children achieve expected levels in writing. At P7, the majority of children achieve expected levels in writing. At P1, P4 and P7 most children achieve expected levels in numeracy.
- A few children are working beyond national expectations in numeracy and literacy. Teachers should now increase the pace and challenge for children who can achieve even more.
- Most children who require additional support with their learning are making good progress towards their individual learning targets.

Attainment in literacy and English

- Overall, most children are making good progress from prior levels of attainment in literacy and English.

Listening and talking

- Across the school most children listen well and are highly articulate. They use context specific vocabulary well when describing their learning. They listen and respond to others respectfully. At early level, most children follow simple instructions purposefully. They retell confidently familiar stories they have listened to. At first level, most children take turns and contribute appropriately when engaging with others. They are developing their confidence in asking and answering questions. At second level, most children articulate confidently their opinions and build well on the contributions of others.

Reading

- At early level, most children use their knowledge of letters and sounds to read simple words and sentences confidently. Most children enjoy choosing stories and share their opinions about them. They would benefit from further opportunities to develop reading skills as they play. At first level, most children identify key information in fiction and non-fiction texts using features such as contents page and sub-headings. Most children read familiar stories aloud adding expression. Children would benefit from wider opportunities to respond to inferential and evaluative questions to deepen their understanding of stories and texts. Most children at second level read with fluency, expression and appropriate pace and tone. Most children recognise techniques to influence the reader, for example, rhetorical questions. Children at second level would benefit from opportunities to access a wider range of texts to read. This

should support the development of a culture of reading for enjoyment and will further enhance children's literacy skills.

Writing

- At early level, most children form letters accurately and are developing greater confidence using their knowledge of sounds to write simple words. Most children are demonstrating increasing pencil control, for example, they create black line drawings to recount familiar fairy tales. At first level, most children's writing includes the features of narrative and persuasive texts. Children link writing to real-life purposes. They need to use appropriate punctuation and spelling strategies more consistently across a range of writing genres. A majority of children at second level use increasingly complex punctuation and create extended pieces of text for a range of purposes. They should continue to develop the use of emotive and figurative language in their writing to engage, persuade or influence the reader.

Attainment in numeracy and mathematics

- Most children make good progress from prior levels of attainment in numeracy.

Number, money and measure

- Across the school children are skilled in explaining strategies and use these to work out answers to problems. At early level, almost all children count with confidence to 20 and beyond. They add confidently within 10 and beyond in play situations. A minority are beginning to recognise o'clock in time. At first level, most children understand place value to 10,000 and solve 2- and 3-digit addition and subtraction calculations with ease. Most understand the relationship between multiplication and division and use these processes to solve simple problems. Most children would benefit from quicker recall of number facts. The majority of children require greater experience of handling money and of how to calculate change from an amount. At second level, most children discuss confidently the relationship between fractions, decimals and percentages. Most children explain well the strategies they use to solve algebraic equations. Almost all children recognise the relationship between numerical operations and how they apply to real contexts, for example when using percentage discounts to determine the price of sale goods. They are confident in the use of money and understand financial terms such as profit and paying by instalments.

Shape, position and movement

- Children at early level are confident naming simple 2D shapes and identify 3D objects within play settings. Almost all children at first level are confident in naming the properties of 2D shape. The majority lack confidence when naming the properties of 3D objects. Children at second level are confident in naming and classifying a range of 2D shapes and 3D objects. They are not yet confident in recognising the nets of shapes.

Information handling

- Children at early level match and sort items, for example, by colour. They require opportunities to develop skills in collecting information to create pictorial displays. At first and second levels, most children collect data using appropriate methods for example tally marks. At second level most children are confident when creating bar and pie charts. Across the school, children would benefit from further opportunities to extend their skills by using digital technology to support data collection and analysis.

Attainment over time

- Senior leaders and teachers sustain good levels of attainment over time. Levels of attainment are above or in line with local authority averages and schools with similar demographics. Senior leaders effectively track children's progress and attainment in literacy, numeracy and health and wellbeing. They collate data over time to identify trends and patterns. This includes relevant data about specific cohorts such as socio-economic factors that may impact on children's attainment. Senior leaders should now work with teachers to analyse assessment data and trends overtime more rigorously. Senior leaders should use this analysis to inform their raising attainment strategy to address dips in attainment.
- Overall, attendance levels have improved from previous years and is currently 90.6%. This is below the national average. A few children have attendance less than 90% as a result, mainly, of illness and family holiday. Senior leaders track and monitor rigorously children's attendance. They have robust daily procedures for ensuring the safety of children who are absent from school. Staff have strong and positive relationships with families. They work closely with parents to provide targeted and effective support to help children to attend school. This includes a daily breakfast club and sports clubs which children enjoy attending. Targeted children now attend school more regularly. As planned, senior leaders and teachers should consider how they maximise the progress of those children whose attainment may be affected by periods of absence. There are no children attending school on part time timetables and no recent exclusions.

Overall quality of learners' achievements

- Staff work well with children and families to develop a strong culture of children's achievement. Children and parents are actively encouraged to share children's achievements beyond school. This includes an effective use of an online platform. Staff and children celebrate achievements in assemblies, classes and school displays. Children receive a variety of school awards for demonstrating the school values. They are proud to have achieved a range of local and national accreditations, including awards for sustainability and sports. This is supporting well children to be effective contributors and responsible citizens.
- Children participate and engage in a wide range of clubs, such as school orchestra, football, chess club, and badminton. In doing so, children develop well their confidence, teamwork and communication skills.
- Staff effectively track children's achievements and participation in clubs and activities. Senior leaders analyse participation data well to identify children at risk of missing out. They target support effectively for those children not participating in activities. Children should now track the skills they are gaining from their achievements linking these to skills for learning, life and work. This should help children to make connections between their achievements, learning and progress.

Equity for all learners

- All staff are very aware of the socio-economic circumstances of children and families. They have a strong understanding of the barriers to participation and learning. Staff take positive and effective action to address the cost of the school day. They ensure family circumstances are not a barrier to any children's participation in opportunities for learning or achievement. Families benefit from a range of sensitive and discreet approaches offered to them. The school subsidises trips and provides a school uniform bank. Staff have well-established connections

with a range of partners, including the local parish, to support the needs of families. As a result, all children can participate and are included fully in all aspects of school life.

- The acting headteacher uses Pupil Equity Funding (PEF) well to provide interventions for identified children and to provide universal support across the school. This includes innovative approaches to provide music tuition for all children. Senior leaders and teachers monitor rigorously the progress of individuals and groups of children. Teachers use this information effectively to identify gaps in attainment and support children who may be impacted by poverty. As a result, most children are making good progress in their learning, narrowing the attainment gap in literacy and numeracy. As a next step, the acting headteacher should now use consistent and clearly defined measures to evidence the impact of particular interventions on children's progress. This should support all staff to make informed evaluation of how well targeted approaches accelerate the progress of children.

Practice worth sharing more widely

Senior leaders and staff work very effectively together to design a very well-considered curriculum. The curriculum provides children with very high-quality learning experiences. Children learn through whole school, progressive learning contexts. These are deeply rooted in the local and wider community. In planning the curriculum, senior leaders and teachers ensure all children benefit from very well considered, balanced, skills-based learning experiences across all curricular areas. Teachers and children track very effectively the skills the children develop as a result. All staff support very well the role of the expressive arts in providing children with a broad, general education. Senior leaders ensure the curriculum promotes wellbeing, inclusion and diversity. Very well considered approaches to the use of PEF funding promotes equity for all children. These approaches, supported by the very high-quality curriculum, ensures that attainment compares favourably against schools with a similar socio-economic profile.

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.