

Summarised inspection findings

St Patrick's Primary School

South Lanarkshire Council

26 May 2026

Key contextual information

St Patrick’s Primary School is a denominational school with a nursery class set in the village of Strathaven. At the time of inspection, the school had a roll of 82 children organised across four composite classes. There have been significant changes to the senior leadership team over the past few years, and a few changes to the wider staff team. The acting headteacher has been in post since January 2026 and is supported by a principal teacher who also has a teaching commitment of two days.

Currently, most children reside in Scottish Index of Multiple Deprivation deciles two to five. Approximately 13% of children are registered for free school meals. The headteacher reports that 50% of children have an additional support need and a few children have English as an additional language.

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

- All staff create a warm, nurturing and supportive ethos that shows a strong commitment to children’s rights and wellbeing. Across the school, children and adults interact in a respectful and caring way. The school values: kindness, inclusive, nurturing, giving, success and respect are clear in daily routines. Children understand these values and apply them confidently in different situations.
- Although relatively new to post, the acting headteacher shows strong strategic leadership and is supported effectively by the principal teacher. Together, they build an inclusive and caring culture that promotes collaboration and shared responsibility. Changes in leadership over the last few years has impacted on the overall progress of some improvement priorities. Where progress has been made, for example in developing inclusive practice, improving early literacy skills and improving writing across the school, positive outcomes for children are evident.
- Senior leaders gather children’s views through surveys, focus groups and pupil-voice activities. They analyse feedback well and use it to shape school improvement priorities. Parents are not yet fully involved in supporting the school in planning and implementing change. Senior leaders should continue to strengthen parental involvement in decision-making. This should help build a better shared understanding of priorities and ensure all families feel fully informed and represented.

- Staff feel empowered and supported to lead key improvements in inclusive practice, wellbeing and developing outdoor learning. They respond well to change and work effectively as a team to apply new approaches. All teachers take on leadership roles, with some sharing effective practice across the school. For example, a few teachers have helped develop colleagues' understanding of play pedagogy, inclusive approaches, outdoor learning and children's rights. This collaborative work strengthens staff confidence and capacity in supporting improved approaches to learning and teaching.
- Senior leaders ensure staff have protected time for professional learning linked to improvement priorities. Staff work well together to share their skills and knowledge to help build capacity within the team. For example, staff have developed a deeper understanding of nurture, trauma-sensitive approaches, and improved aspects of learning and teaching such as teaching early phonics and writing. This learning links closely to school improvement priorities. Support staff make a strong contribution to children's learning, especially for those needing additional support. They access relevant training that strengthens their ability to support wellbeing and learning.
- All children contribute to leading meaningful change through pupil voice groups. They make effective use of self-evaluation frameworks including 'How good is OUR School (Part 2)', to guide their work. Each group is supported by a member of staff, who provide guidance to the children when they meet. Groups include a pupil council, 'Mini Vinnies', outdoor committee, junior road safety officers and rights committee. Children influence planning and lead aspects of school events. They contribute to positive changes around the school such as the development of active playground spaces and development of lunch hall charters. Additionally, they have actively contributed ideas to improve outdoor learning as part of the current school improvement plan. The pupil council take an active role in deciding how to use some of the Pupil Equity Funding (PEF). They consulted with children and staff across the school, collated a bank of ideas and arranged a vote on preferred options. As a result of these leadership roles, all children lead meaningful change, develop responsibility and have a strong sense of ownership in school life.
- Senior leaders and staff demonstrate a strong understanding of the school community and the diverse needs of all children. Senior leaders' rationale for the use of PEF is based on a strong understanding of the needs of children including those who face a range of barriers to their learning. Most of the school's PEF is directed towards the creation of a nurture and sensory room, training and resources to support outdoor learning and play approaches. These approaches are helping to strengthen learning and teaching, wellbeing and inclusion support. Moving forward, senior leaders should increase opportunities for parents to contribute meaningfully to decisions about how this funding is allocated.

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

- Across the school, children and staff have very supportive relationships. These are underpinned effectively by the school vision and values reflecting the school's Catholic ethos and Gospel values. Staff have a strong understanding of children and their families, demonstrating a clear awareness of the school's context and the needs of its community. Staff ensure children feel cared for. As a result, children are friendly, happy and confident. They demonstrate a sense of pride in their school. All classes have charters which reflect well children's understanding of their rights and what is important to them.
- Staff know children well and respond sensitively to their individual needs. Staff establish and communicate clear expectations for behaviour in all classes, resulting in calm learning environments. Most children behave well and engage positively with learning. However, a few children can become disengaged at times, which leads to low-level disruption. Staff use positive, restorative approaches to help a few children re-engage, responding promptly and respectfully when disruption occurs. Children who require additional support benefit from targeted interventions that support emotional regulation. These include access to safe breakout areas and sensory circuits, which children can use flexibly when they need support to manage their emotions. These approaches enable children to return to learning successfully.
- All staff make effective use of the school's learning and teaching policy to support a shared understanding of high-quality practice. Teachers use this guidance well when planning learning and discussing what effective teaching looks like. They plan and deliver learning that effectively meets the needs of most learners. A few children could achieve more. Staff give targeted support and appropriate resources to children who need additional help. They scaffold learning effectively and use examples to guide and encourage children. Teachers now need to increase the level of challenge for a few learners. Teachers now need to use their knowledge of children's abilities and raise their expectations of what children can achieve to accelerate progress in learning and improve outcomes.
- Children work well independently, in pairs and in groups and are respectful and supportive of each other. Most children engage well during lessons. They are motivated and sustain engagement for longer when learning is linked to real and meaningful contexts. In particular, outdoor learning is used effectively to enhance learning beyond the classroom. In almost all lessons, the purpose of learning is shared and children are able to share their successes. In a few lessons, children are involved in co-creating what success will look like. Teachers make links regularly to prior learning which helps children develop their understanding and build on learning from previous lessons. In all lessons, teachers use questioning effectively to check

children's understanding and to recall key information. In most lessons, teachers use effective strategies to ensure all children are actively involved in thinking and providing answers. As planned, teachers should continue to refine their use of higher-order questioning strategies to deepen children's thinking and extend their learning.

- Teachers use a range of formative assessment strategies appropriately to check children's understanding. Constructive feedback from teachers, alongside peer and self-assessment, features most strongly in writing. This helps children evaluate their progress effectively and identify how to improve their work. Some peer and self-assessment takes place in other subjects. Staff should now extend this good practice more consistently across the curriculum, developing a more systematic approach to help children have a clearer understanding of their strengths, next steps, and appropriate personal learning targets.
- Teachers plan digital learning well using a progression pathway. Teachers ensure learning builds appropriately on prior knowledge and helps children develop confidence in using a wide range of digital tools. Almost all teachers use digital whiteboards effectively to support whole-class teaching. Children use digital platforms, electronic devices, programmable toys and online applications well to enhance their learning, including accessing games, researching and creating content. The digital committee contributes valuable ideas to improve digital learning across the school. An example of effective digital learning is the use of an online coding programme in younger classes. Children build early coding skills and make clear links between their learning and real-life applications, including animation and video game design. This purposeful approach strengthens children's understanding of the relevance of digital skills and increases their motivation to apply them in creative ways.
- Staff working at the early stages are beginning to develop their play pedagogy. Staff use space effectively inside and outside the school building to effectively promote engagement and curiosity. The range of stimulating learning environments supported by appropriate resources are linked to children's interests and topic work. Staff are continuing to develop an appropriate balance of child and adult-initiated learning. To build on this progress, staff should further strengthen their shared understanding of high-quality play pedagogy, particularly in planning, observing and evaluating learning to ensure consistently high levels of challenge and progression for all learners. They should continue to engage with professional learning, drawing on national practice guidance, to support this improvement.
- Staff benefit from clear guidance set out in the school's annual assessment calendar, which outlines planned assessment activity across the year for each stage. Across the school, teachers use a range of approaches to monitor children's progress, including summative and standardised assessments in literacy, numeracy and health and wellbeing. Teachers have correctly identified the need for a more consistent and coherent approach to assessment across the curriculum. This approach strengthens the reliability of professional judgments and supports accelerated progress.
- Teachers work well together to develop a strong shared understanding of children's progress and professional judgements using national Benchmarks. Teachers engage in a range of useful moderation activities within the school and with colleagues in neighbouring schools to support their professional judgements on children's attainment.

- Staff produce annual overviews of planned contexts for learning, supported by termly plans and short-term responsive planning that take account of children's views. As planned, senior leaders should work with staff to review approaches to medium- and short-term planning to ensure assessment is fully integral to learning and teaching, and that planned learning clearly reflects appropriate challenge for all learners.
- Senior leaders meet teachers for termly 'forward planning' meetings to discuss and record children's progress, achievement and attainment in literacy, numeracy and health and wellbeing. Staff use a local authority tracking system to monitor children's progress and attainment. As planned, going forward senior leaders should review approaches to termly meetings to ensure a focus on progress across the curriculum and the impact of interventions on children's progress.

2.2 Curriculum: Learning pathways

- The acting headteacher has rightly identified the need to refresh the school's curriculum in consultation with the school community. This demonstrates a commitment to a collaborative approach, supporting flexible planning which better reflects learners' interests.
- Teachers use progression pathways to plan learning across all curriculum areas. These pathways support teachers to plan learning that builds on what children already know and helps promote appropriate progression in learning.
- Teachers' professional learning in outdoor learning has strengthened children's engagement in creative and collaborative activities outdoors. P7 children further benefit from a residential outdoor experience that develops resilience, teamwork and independence. The acting headteacher has correctly identified the need for more consistent planning approaches to ensure outdoor learning builds skills progressively over time.
- All children receive their full entitlement to two hours of high-quality physical education each week. Class teachers, partners and secondary school sports leaders develop children's skills and fitness through well-considered activities, clubs and experiences, such as netball and football.
- Teachers plan progressively to support language learning from P1 to P4 in Spanish, and from P5 to P7 in both Spanish and French. Across the school, children also learn simple Makaton and British Sign Language, which promotes inclusion and strengthens communication for all learners.
- Staff are at the early stages of planning learning that links clearly to the United Nations Sustainable Development Goals, helping children understand global issues in age-appropriate ways. For example, children explored 'God's Underwater Creatures' to learn about marine life and environmental protection. Partnerships enrich this learning. For example, a visit from Scottish Water supported children to investigate the water cycle and the importance of conserving water. Children also engaged in climate action activities, such as ways to save water, which helped them explore how small actions can reduce waste and support a more sustainable world. These real-life experiences develop children's awareness of environmental stewardship and build skills for responsible citizenship.
- Children have access to a range of reading books within their classes and the school library. A 'digital diversity' library has been introduced. All children visit the onsite community library at points throughout the year. Children have expressed a keen interest for this to happen more regularly.
- Teachers deliver religious and moral education (RME) through discrete lessons. The RME programme supports children to develop understanding of world faiths. All pupils in P6 and P7 engage in the Pope Francis Faith Award. The majority of pupils in P5-7 contribute to Masses and participate in readings, the liturgy and altar serving. Regular visits from the parish priest help bring Catholic teaching alive through engaging, practical activities that make the messages of Jesus meaningful and relevant for children. These experiences strengthen children's faith formation and support the school's mission as a Catholic community.

2.7 Partnerships: Impact on learners – parental engagement

- Most parents express positive views about the school but remain concerned about frequent staffing changes, particularly in senior leadership. The majority feel their child is treated fairly and with respect and that staff know their child well. Parents report positive relationships with staff and feel comfortable approaching teachers with questions or concerns. A few parents would welcome more information about how their child's learning is assessed. Senior leaders should review and streamline communication systems, providing clearer information to support parents' understanding of their child's progress and when this is reported.
- The majority of parents feel their child receives the help they need to do well and value the support offered for learning at home. They appreciate the advice provided by staff. However, less than half feel they have enough opportunities to learn alongside their child in school. Senior leaders should now build on existing strengths in family engagement by providing clearer information about 'share the learning' activities in school. This will help parents understand that these activities are key opportunities to engage in their child's learning.
- The Parent Council supports the school well with fundraising activities including coffee mornings and Easter events. The funds raised effectively support with reducing the cost of the school day subsidising trips and resources. The Parent Council also actively support the school to participate in community events such as the local Gala Day and Fair-Trade events, strengthening the school's links with the wider community. The wider parent forum would welcome more regular updates about the Parent Council and more opportunities to be involved in different aspects of their work. Senior leaders are well placed to widen participation and strengthen collaborative partnerships as part of their plans to further strengthen the Parent Council.

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

- The school has a warm, welcoming and nurturing culture. This culture is underpinned by the school's commitment to children's rights and Gospel values. Relationships across the school are consistently positive. Staff build trusting and respectful relationships that help children feel secure, valued and included. As a result, the school has a calm, inclusive and respectful environment. This supports effectively children's readiness to learn, and they engage more confidently in their learning.
- The acting head teacher effectively promotes positive relationships and behaviour across the school. For example, recent work with staff, children and parents has effectively contributed to a refreshed relationships policy. The revised policy now provides clearer guidance for staff and strengthens shared expectations across the school community. All staff apply restorative practices consistently to help children resolve issues with increasing confidence. The St Patrick's 'Make It Right' approach supports children very well to reflect, repair mistakes and build resilience.
- Senior leaders and staff identify children's wellbeing needs quickly and respond with timely, effective support. They have developed a nurture room and a wellbeing room with sensory resources to provide targeted or short-term interventions. Staff use highly appropriate professional learning on inclusive practice, attachment and trauma-sensitive approaches to strengthen this work. They also adjust teaching approaches, for example using sensory circuits and adapted classroom environments, to meet individual needs. Children who require additional wellbeing support re-engage with learning quickly and confidently when they transition back into their learning environment. As a result of these well-planned intervention children's progress in learning remains on track.
- All children take part in daily morning 'check-ins', which help staff monitor their wellbeing closely and address issues promptly. All children complete wellbeing assessments annually. Senior leaders and teachers use this information well to guide whole-school actions and provide highly appropriate targeted support. A few children who require more specific supports complete these more regularly. As a result, children receive timely support that promotes positive wellbeing and supports better engagement in learning.
- Senior leaders gather further information when needed using a variety of appropriate wider assessment tools. Staff use this information to provide timely one-to-one interventions and follow-up discussions to meet individual needs effectively. Senior leaders correctly identify that

children's needs can change across the year. As planned senior leaders should review the wellbeing assessments across the year for all children, to identify those who may need extra support as their circumstances change.

- Most children feel that they have an adult they can talk to if they are upset or worried. This includes support staff and teachers. All children in upper stages also help younger children to develop a sense of belonging and safety in the school. P1 children also take on the role of 'buddies' supporting the pre-schoolers transition into P1. This reflects well the strong sense of community across the school.
- Staff take part in effective professional learning that strengthens how they support children's wellbeing. They use this learning to respond quickly and sensitively to children's needs. Staff have improved their skills in helping children manage distressed behaviour and attachment needs. As a result, children display increased resilience and regulate their emotions more effectively. Teacher's professional learning in nurture and trauma-sensitive approaches work has now been submitted for formal accreditation. This recognition reflects the school's strong practice in helping children overcome difficulties and feel secure, confident and ready to learn. As a result, all children learn in a calmer, more predictable environment, experience more consistent support, and show improved readiness to engage positively in learning.
- Teachers use local authority progression planners to effectively deliver health and wellbeing lessons. To further reinforce key aspects of the curriculum, staff plan whole-school activities such as Anti-Bullying Day, Internet Safety Day and Health and Wellbeing focus weeks. These approaches help children deepen their understanding of wellbeing and apply this learning in meaningful, practical ways in their daily lives. Staff now need to revisit the wellbeing indicators to improve children's understanding of the language of wellbeing. This should support children to talk more clearly about their wellbeing and express their thoughts and feelings with greater confidence.
- Almost all children feel that staff teach them to lead a healthy lifestyle, by providing them with a variety of options for regular exercise. They talk confidently about how their experience at school supports and improves their physical wellbeing, for example through active play, physical education lessons and regular outdoor learning. Children enjoy the wide variety of contexts that develop different skills through physical education lessons including sports and dance. They know that being active supports their physical and mental health. Children also represent their school at local sporting festivals, such as rugby and basketball. These opportunities are improving children's physical fitness and developing their skills in teamwork. The outdoor committee consulted with children across the school to improve the quality and opportunities available for active breaks and lunch times. As a result, the committee created a variety of active zones within the playground. They consulted with other children across the school to select resources to enhance active play. Children now have regular access to equipment including scooters, loose parts play and other outdoor play equipment. Children say that play times are now more active and staff report a notable reduction in the number of incidents in the playground.

- Children who join the school in P1 are supported well by a very effective transition programme created with the nursery. Staff work very well with families to introduce them to life at the school. The school also works with the local secondary schools to provide a well-planned transition that supports children's wellbeing and readiness for the next stage in their learning journey. Staff maintain regular contact between secondary teachers and P7 learners. This ongoing communication reduces children's anxiety and helps them feel better prepared for secondary school.
- Senior leaders and staff demonstrate a strong understanding of their statutory responsibilities, which strengthens the school's culture of safety and inclusion. They monitor the progress of care-experienced children and for those who need extra help, ensuring timely and targeted support is provided. As a result, children feel safe, included and well supported, enabling them to sustain engagement and make appropriate progress in their learning.
- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. Minor areas for improvement have been agreed with the school and the school meals provider.
- Most children's plans are clear, well-structured and support their needs effectively. The acting headteacher has correctly identified that a few plans require greater rigour. Going forward, senior leaders should continue to review plans with teachers to strengthen ownership and ensure targets are specific, measurable and time-bound. They should also ensure all children and families can contribute meaningfully to planning discussions and influence appropriate targets. This will help class teachers track the impact of support and interventions more effectively.
- Senior leaders apply national and local guidance well when managing and recording bullying concerns. Most children feel reassured by the school's response to bullying concerns. A few children and parents would benefit from clearer information about the school's approaches to preventing bullying and supporting children when concerns arise. As planned, the headteacher should share with children and families the refreshed anti-bullying approach, which has been developed within the school cluster. This should support the school community to have a clearer understanding of bullying, reporting procedures, and the support available across the school.
- Staff provide purposeful opportunities for pupils to explore individuality and shared values through whole-school events that recognise different faiths and cultures. Through planned learning in health and wellbeing, social studies, religious education, and rights-based learning, children develop a strong understanding of equality and diversity. They learn how to recognise and challenge discrimination in age-appropriate ways. Staff should continue to extend curricular opportunities that deepen learning about inclusion and help children apply this understanding confidently in everyday situations.

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

- Attainment and progress will be expressed in 'overall' statements, rather than for specific year groups or Curriculum for Excellence levels. This is because of the small numbers of children at some stages.
- Overall, most children's attainment in literacy and English and numeracy and mathematics is good. Most children achieve or are on track to achieve national standards in reading, writing, talking and listening and numeracy. Most children who require support with learning make good progress from prior levels of attainment.

Attainment in literacy and English

- Overall, children make good progress from their prior levels of attainment in literacy and English. A few children are capable of making better progress and require increased challenge in their learning.

Listening and talking

- Younger children listen well to stories. They share with confidence why they like their favourite story. Most younger children listen well to their teachers and follow instructions. A few children need support to engage and sustain their focus in learning experiences. Older children communicate effectively and build on the contributions of others well. They share their opinions confidently and contribute well to class and group discussions. Older children speak enthusiastically about creating and delivering presentations to classmates and receiving feedback from teachers. They are less confident in recognising techniques which engage the listener, for example, tone and vocabulary.

Reading

- Most younger children can recognise, say and write an increasing number of individual and blended sounds. Most younger children identify accurately the key features of books. They now need to develop their knowledge of the features of non-fiction texts and how they can find out information about a specific topic. Older children read with fluency and understanding. They are less confident reading with expression. Most children recognise different techniques that an author uses to engage the reader and can name and exemplify these. They respond well to literal, evaluative and inferential questions. A few children are less confident in explaining their reading preferences.

Writing

- Most younger children are learning to form letters correctly. They are beginning to use sounds to write common words. A few children are beginning to write increasingly complex sentences with appropriate punctuation. Older children write for a range of purposes including recounts, imaginative stories and persuasive writing. Most older children are developing their use of a range of punctuation and sentence openers. Most use interesting vocabulary successfully to write for different purposes, using appropriate structure and style. Children across the school now need to extend the length of the texts they produce, as appropriate to their stage, and further improve the presentation of their written work.

Attainment in numeracy and mathematics

- Overall, most children are making good progress from prior levels of attainment in numeracy and mathematics. A few children are capable of making better progress and require increased challenge in their learning.

Number, money and measure

- Most younger children confidently order numbers, forwards and backwards to 20 and beyond. They add and subtract small numbers accurately and use practical resources to show their calculations. Younger children now need to develop their confidence in the use of analogue clocks to read simple 'o'clock' times. Older children round whole numbers to the nearest 1,000 and beyond with accuracy. They use a variety of strategies very well to solve mathematical problems related to real-life situations. They demonstrate confidence in their timetables knowledge and understanding of division. They apply this knowledge very well when exploring fractions, decimals and percentages. Older children should now explore budgeting including profit and loss through relevant real-life contexts.

Shape, position and movement

- Younger children accurately name simple two-dimensional (2D) shapes and can describe the properties of these, identifying them in the classroom and outdoor environment. They are also confident naming the properties of a right angle and identifying right angles in the environment. Older children identify and name a wide variety of more complex 2D shapes and three-dimensional (3D) objects, making accurate use of mathematical vocabulary to describe their properties. They should now use digital technology to draw 2D shapes and make representations of 3D objects.

Information handling

- Younger children use tally marks confidently to gather information and use the information gathered to create simple graphs, such as pictographs and block graphs. Older children gather data and display it accurately in a variety of tables and graphs. Across all stages children should continue to develop their information handling skills through real-life contexts to help them understand the purpose and use of this skill in the real world. In the older classes children should also make use of digital technology to gather information and display findings.

Attainment over time

- Senior leaders carefully monitor children's attendance. In session 24/25, overall attendance was 94.1% which is above the national average. Currently, a few children have attendance below 90%. This is mainly due to families taking holidays during term time. Senior leaders take action where individual children's attendance dips. Staff work closely with parents and partners to address the reasons for absence for a few children, following local authority

guidance. There have been no exclusions in the past two years and no current children are on a part-time timetable. When part-time timetables are required, the headteacher reviews arrangements regularly to ensure they meet children's needs appropriately and remain short-term.

- The school's data reflects high levels of attainment for literacy and numeracy over several years. Senior leaders track and monitor children's progress across literacy and numeracy over time. They have a clear understanding of children's progress, attainment and successes as they move through the school. Senior leaders analyse this data well to identify trends and dips in attainment with particular groups of children and cohorts. Children who are at risk of not achieving national expectations in literacy and numeracy are identified and provided with support. Senior leaders should continue to build on existing tracking systems across literacy and numeracy to identify and support children who are capable of making greater progress. Moving forward staff should now take steps to assess and record children's progress over time across the curriculum.

Overall quality of learners' achievements

- Children's achievements in and beyond school are valued and celebrated at assemblies and on the 'achievement alley' display. Children are proud of their achievements and their contribution to school life. They are motivated by their 'house-team' activities and leadership groups. Children develop teamwork and communication skills through groups such as the pupil council, sustainability committee and 'Mini Vinnies'. Older children also build confidence by leading Mass, acting as 'buddies' and supporting younger pupils at lunchtimes. These opportunities strengthen children's confidence, teamwork and sense of pride in their school.
- Most children benefit from participation in a range of sporting activities in school. They speak enthusiastically about their participation in football, netball and dance and of their success in these sports. These activities help children develop teamwork, coordination and confidence. Staff track children's participation in clubs and activities and intervene sensitively to support children who may be missing out. For example, lunchtime clubs are now available for children who get transport provided at the end of the school day. Staff should now develop their tracking approaches further to include the skills children are developing as a result of their participation and achievements.

Equity for all learners

- Senior leaders and staff involve children and stakeholders in developing the approach to reduce the cost of the school day. Staff understand the financial pressures facing families. They work together to reduce costs for all children, for example by having free breakfast club, providing snacks at break, access to pre-loved school uniform and subsidised trips. These actions ensure that family circumstances do not limit children's access, participation or inclusion.
- All staff know children and their families very well and have a strong understanding of the socio-economic context of the school community. The school has used PEF to resource a number of projects. These include staff training and further developing outdoor learning and play. As planned, going forward the acting headteacher should strengthen approaches to gathering more consistent and explicit measures to evidence the impact of PEF on children's outcomes. This should help to identify which aspects are most effective in raising attainment and accelerating the progress of 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.