Summarised inspection findings

Hurlford Primary School

East Ayrshire Council

16 September 2025

Key contextual information

Hurlford Primary School is a non-denominational school in the village of Hurlford, on the outskirts of Kilmarnock, East Ayrshire. At the time of inspection, there are 217 children on the school roll taught over nine classes. There is also an Early Childhood Centre (ECC) with 35 children on the roll.

The senior leadership team consists of the headteacher, depute headteacher and principal teacher. The headteacher has been in post for 18 years and the depute headteacher has been in post for eight years. The majority of children live within Scottish Index of Multiple Deprivation (SIMD) data zones 1 to 2. A minority of children live within SIMD data zones 3 to 7 and a few children within data zones 8 to 10.

There are 29% of children across the school and ECC who require additional support. There are currently 33% of children registered as entitled to free school meals.

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

- The headteacher and staff use the school values effectively to underpin the caring and inclusive ethos across the school. Staff, children and parents worked collaboratively to review the school's vision, values and aims in 2023/24. They feel these are relevant and in line with their aspirations for the school community. The school values of teamwork, respect and truth are frequently discussed and emphasised in various aspects of school life, including during assemblies. Children in the upper stages support younger children to improve their understanding of the values through weekly 'thinking time' and house activities. Most children talk about the school values and are beginning to see their relevance to their daily lives. Children understand the school vision and know they are encouraged by staff to 'be the best they can be'. As a result, there is a welcoming atmosphere where children and staff are proud of their school.

- The headteacher is highly respected across the school and wider community. She provides effective leadership to ensure children's rights and wellbeing underpin school improvement priorities. The headteacher ensures improvement priorities are identified appropriately based on a range of evidence, including the views of all stakeholders.

- The current improvement priorities include enriching the expressive arts curriculum and developing children's learning for sustainability and understanding of meta skills. These priorities are well planned, and the pace of change is appropriate. Senior leaders ensure that current improvement priorities build on previously identified areas for development. The headteacher is supported well by the depute headteacher and principal teacher. Together, they have created a culture where staff work well as a team. Staff know children and their families

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very well. Senior leaders consult with children and parents to inform improvement priorities in a variety of ways, including online surveys and questionnaires. Almost all staff understand the socio-economic context of the school and work well to improve outcomes for all children and families. This has resulted in positive relationships across the school community.

- Senior leaders gather a wide range of helpful evidence to evaluate the work of the school using a range of well-considered quality assurance activities. Senior leaders provide clear, written feedback to teachers following lesson observations. They highlight what is working well and areas for teachers to develop further. Senior leaders should ensure all teachers act on the feedback provided to improve individual practice. This will support staff to continue to improve learning and teaching and enhance outcomes for children. Senior leaders should also continue to improve their data analysis to guide the strategic direction and pace of change. This will help them to develop a comprehensive raising attainment strategy.

- The headteacher established an effective collegiate activity calendar to provide staff with purposeful time to reflect on the work of the school. Senior leaders provide teachers with protected time for professional discussion and learning. Almost all staff, through this culture of collaboration, feel involved in improvements which focuses on improving outcomes for children. All staff are encouraged and empowered to lead aspects of current school improvement to widen and enhance the curriculum. Staff leadership roles impact positively on children's enjoyment and engagement in these areas of the curriculum. For example, staff designed a programme of learning that links art and emotional wellbeing. Children responded well to this approach which is helping to improve their skills in art and design and supporting them to understand their emotions.

- Staff reflect regularly on their practice, identify future professional learning needs, and engage in high-quality professional learning. They are keen to learn from others to make sure they continue to refine and improve practice. Staff share readily their learning with each other and support each other to implement change and improvements. They participated in effective professional learning to create 'The Excellent Lesson' in order to support a more consistent approach to learning and teaching. This has resulted in teachers using a more consistent approach to how they structure learning and are using key features of best practice more regularly. Their engagement with professional learning and commitment to effective leadership of change is resulting in improved outcomes for children. Senior leaders should continue to develop the collaborative conditions for staff to learn with and from others, including through practitioner enquiry. This should continue to be linked to improving pedagogical practice.

- All children are involved in weekly 'thinking time' activities that engage them in meaningful opportunities to influence improvement. Children lead improvements to the playground environment and selected new playground resources. As a result, almost all children feel their views are listened to and are confident to share their ideas with staff. Children across the school are elected to represent their class on committees including the pupil council, children's rights, eco and sports committees. Older children experience further leadership roles. These include House Captains and Vice Captains and P7 buddies. Older children talk confidently about the ways in which these groups are positively impacting on their school. Staff should continue to develop leadership opportunities for more children. There are opportunities to extend the role of children in reviewing the quality of learning experiences using 'How Good is OUR School?'

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- Senior leaders have a clear rationale for the use of Pupil Equity Funding (PEF). They use PEF to employ additional staffing to deliver effective interventions to support wellbeing and learning needs of children who experience barriers to their learning. Senior leaders should continue to track and measure the impact of interventions to inform future planning and to accelerate progress in literacy and numeracy for identified children.

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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

- Staff work together effectively to create a warm and nurturing ethos where positive relationships are promoted. As a result, most children feel they are treated fairly and respected. Almost all children demonstrate well the school values of teamwork, respect and truth. Staff and children work together to promote and develop children's rights. This includes creating helpful class charters that support children's understanding of shared expectations. Staff are beginning to include children's rights in curriculum planning which will further embed this across the school. This is most evident in science, technology, engineering and mathematics (STEM) and social subjects. Children are proud that their work on children's rights was recognised through a silver national award this session.

- Children benefit from very positive relationships with staff and their peers. This ensures children learn in a calm environment. Almost all children display consistently high standards of positive behaviour. Staff use nurturing approaches and trauma-informed practice well to support children's emotional wellbeing. A few children require more targeted support to manage their behaviour. These children can become disengaged from their learning at times, which interrupts the flow of learning for other children. Staff manage these situations well and provide these children with appropriate support. This includes through the use of sensory resources and quiet spaces that children access appropriately to help them to regulate their emotions.

- Most classrooms and learning environments are well-organised and attractive. Children access a wide range of resources successfully to support their learning. Most teachers use displays effectively to highlight useful learning strategies, prior learning or to celebrate children's achievements. Most children engage well and participate confidently in learning activities. They learn successfully in small groups, in pairs and on their own. They display confidence and independence in their learning and demonstrate the skills of successful learners.

- Staff celebrate children's achievements and successes in class, during assemblies and at thinking time sessions. Children's achievements and successes are recorded in learning logs. Children in the upper primaries are beginning to use a digital application effectively to record their successes in learning. They talk positively about this experience and how it supports them to set goals and develop their skills and plan for the future. Staff now need to further develop how these approaches also support children to reflect on the skills they are learning. This will support children to understand better their progress and deepen their understanding of the skills they are developing.

- In most classes, teachers plan and provide activities which are well matched to children's needs. In a few classes, staff need to ensure that learning is set at the right level of difficulty for all learners and the pace of learning is appropriate. Teachers use a wide variety of effective teaching approaches including active learning, whole class lessons, working in groups and the

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use of games. Almost all children respond positively to opportunities for active learning which supports them to be enthusiastic and active participants in their learning. This is most evident in STEM, outdoor learning and expressive arts lessons. In these lessons, teachers ensure that learning is meaningful and relevant. This is achieved through references to real-life experiences and the skills required for learning, life and work. Teachers should ensure all children benefit from more opportunities for learning of this kind. This will help to motivate all children in their learning and to appreciate fully the relevance of their learning to their lives.

- Teachers plan high-quality learning using a range of digital skills such as coding, use of drones and robots and through software packages to support literacy and numeracy. Children use digital devices skilfully to research aspects of their learning. They are highly engaged in these lessons and demonstrate good levels of perseverance when using digital tools.

- Staff have made a positive start to developing play pedagogy at the early level. They use national play practice guidance to reflect on their practice and ensure learning is responsive, developmentally appropriate and aligned with current expectations. Staff create engaging play areas and experiences in the P1 classrooms. Children across early level benefit from play based learning experiences within STEM and outdoor learning. This is developing their independence and creativity skills. Staff should continue to evaluate how play supports increased attainment, especially at first level, as play pedagogy is developed further.

- The school benefits from extensive grounds which are used well by staff to develop outdoor learning experiences for all children. These provide a variety of play experiences for children. Staff use the school grounds effectively to provide enjoyable outdoor learning opportunities. All teachers have participated in effective professional learning to improve their approaches to outdoor learning. Most children speak positively about how learning outdoors helps them to develop new skills.

- In most lessons, teachers provide clear explanations to support children's understanding of the purpose of learning. In most lessons, teachers use questioning well to support children's understanding of key learning concepts. A few teachers use highly skilled questioning to enhance and extend further children's understanding and deepen their learning. Staff should continue to develop their use of effective questioning to promote children's higher-order thinking skills. Most teachers provide verbal and written feedback to support children to know how to improve their work. Staff should continue to review their approaches to feedback and match this closely to how children can be successful in their learning. This will further support children to understand their next steps and how to improve their work.

- Teachers use a range of assessment data well, including summative and standardised assessments, to support their professional judgements of Curriculum for Excellence (CfE) levels. They participate in a number of impactful moderation activities in school and at cluster level with a current focus on writing. Teacher's participation in moderation activities and ongoing engagement with national Benchmarks is increasing the reliability of their professional judgement.

- Teachers plan children's learning across a range of timescales. They use local authority progression pathways well to plan learning across all curricular areas. The pathways link to CfE experiences and outcomes and national Benchmarks well. Staff involve children well in planning for learning across several curriculum areas. This ensures children experience high quality progressive learning experiences in these areas which engages children well and link to real life learning experiences.

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- Teachers use appropriate assessments to plan and ensure children build on their skills over time The majority of teachers use formative assessment well to deepen children's understanding of learning. Senior leaders should support teachers to share this strong practice so that it can be widely embedded across the school. Senior leaders should review the use to formative assessment to ensure a consistent approach across all classes. This will further support children to understand their progress and plan their next steps in learning.

- Senior leaders and staff carefully track and monitor the attainment and achievement of all children on a five-weekly basis through Getting it Right for Every Child (GIRFEC) meetings. They use assessment information and examples of children's leaning to evidence progress in literacy, numeracy and health and wellbeing for children. Senior leaders and staff use this evidence to review children's progress and where necessary, plan appropriate interventions for those who require it This ensures teachers are responsive to children's needs and take action to ensure they make progress in learning. Staff should continue to develop their approaches to monitoring and tracking children's progress across all curricular areas.

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2.2 Curriculum: Learning pathways

- Teachers use progression frameworks to support their planning for all curriculum areas. Staff have strengthened the delivery of the STEM curriculum through enhanced partnership working with parents and the wider community. As a result, children are engaged and highly motivated through real-life contexts.

- Children do not currently receive their full statutory entitlement of two hours of high-quality physical education per week.

- Teachers provide appropriate opportunities for religious observance in line with national guidance. There are good links with a local church. Staff plan learning in religious and moral education covering other world religions.

- Staff teach French to children from P1 to P7. They should ensure children learn an additional language moving forward to comply with national guidance.

- Teachers plan a progressive outdoor learning programme. Children are motivated and engage well with outdoor learning. This approach is enabling them to develop their skills, through problem solving, teamwork, communication and being respectful to the environment.

- Staff plan a progressive STEM curriculum. Staff provide increasingly relevant and engaging interdisciplinary STEM experiences, with good examples of partnership working to enhance real life learning. For example, working with engineers from The Royal Navy on a bridge building project.

- Staff are developing children's digital literacy skills across the curriculum through use of a progressive programme. Children use digital technology to support their learning and most demonstrate confidence in using a range of tools to research, create and communicate.

- Across the school, children are provided with opportunities to develop skills for learning life and work. Staff work well with partners to provide opportunities to develop learners' skills for life, learning and work in motivating contexts for learning. They have developed community links through these learning contexts.

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2.7 Partnerships: Impact on learners – parental engagement

- Staff work well to develop positive relationships with parents. The majority of parents value the effective communication from staff and feel informed about their child's achievements and progress. Parents appreciate the range of approaches used to communicate information. This includes pupil progress meetings and use of the school digital application to provide weekly updates and key information on upcoming events.

- The majority of parents feel they receive helpful, regular feedback about their child's learning. Staff share with parents the programme of planned parental engagement opportunities for the session. This includes curriculum information events and sharing information about their child's attainment. This session, parents have been invited to join their children in family cooking, craft activities, STEM events, stay and play sessions and a 'weed and feed' gardening activity. As planned, the headteacher should continue to create a range of opportunities for parents and children to learn together.

- The majority of parents report they are kept informed about the work of the Parent Council and feel encouraged to be involved in this work. The headteacher shares information with the Parent Council about school improvement priorities and PEF. Staff welcome the support of the Parent Council who fundraise to support opportunities for children to take part in social experiences and provide additional resources for the school.

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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.

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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

- Staff work together very effectively with children, parents and partners to create a nurturing and inclusive environment, based on teamwork, trust and respect. Together, the school community demonstrates their strong commitment to enacting the school's visions, values and aims. These relationships are underpinned by a strengthening understanding of children's rights across the school community. Children confidently explain how their rights are important to their lives, such as being safe from violence, contribute to their own wellbeing and the wellbeing of others.

- Staff involved children in the review of anti-bullying approach this session to inform a policy update. Most children believe the school handles incidences of bullying well or have never experienced it. The introduction of 'time to talk' boxes provide children with an additional means for seeking help if they are worried or upset. Staff use consistent strategies to help children regulate their behaviour in line with the school's Respectful Relationships policy. This includes steps that staff take to support a few children struggling to regulate their behaviour. A few children in the upper stages feel these steps are not applied consistently by all staff. Senior leaders should involve children in a further review of this specific part of the Respectful Relationships policy, to address this. Children have responded very positively to playground improvements. They now have access to a wider range of activities during break times, leading to a reduction in behaviour incidents.

- Senior leaders actively promote a culture where everyone understands their responsibility to support wellbeing. Children develop an increasing understanding of the wellbeing indicators as they progress through school. All children reflect on their motivation and wellbeing using a profiling tool twice a year. Children in P7 buddy younger children to complete the profile. Staff use the information gathered very effectively to identify children requiring additional wellbeing support and to inform curriculum planning. Senior leaders monitor the overall responses to identify any common themes. They use 'thinking time' sessions and assemblies well to address whole school issues. As a result, most children have an increased understanding of their wellbeing and their wellbeing needs.

- Senior leaders ensure that effective systems and processes are in place to support children's wellbeing. They meet individual teachers very regularly to review the wellbeing and learning needs of all children. This holistic approach enables staff to intervene quickly should a child need support. Senior leaders should now ensure the impact of planned interventions is more rigorously tracked. This will further support children to make increased progress and help to improve attainment.

- Staff's engagement in a range of appropriate professional learning closely matched to meet the needs of children well. Staff have had training in nurture, resilience and children's mental

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health which helps them to support children's emotional wellbeing. For example, the introduction of play therapy is helping a few targeted children to express their thoughts and feelings more confidently.

- Most children benefit from pupil leadership roles which provide a range of opportunities them to understand and to promote wellbeing. Children in P6 receive 'wellbeing champion' training, enabling them to support a range of playground activities, including 'Work out Wednesdays'. Children in P7 support the safety of younger children as they move around the building and provide buddy support to the children in P1. They value the increased responsibility attached to these roles.

- Staff have focused appropriately on strengthening the health and wellbeing (HWB) curriculum. They use East Ayrshire's learning pathways to support the planned delivery of a progressive HWB curriculum. Children speak confidently about aspects of health, such as the importance of eating a balanced diet. Staff have strengthened their curriculum delivery through enhanced partnership working with parents and the wider community. The introduction of art and wellbeing lessons not only develops children art and design skills but supports children to feel calmer. Children benefit from learning about HWB through the curriculum but also the school assembly programme, thinking sessions and 'Work out Wednesdays' time. As a result, most children feel that the school teaches them to have a healthy lifestyle.

- All staff know and understand well their statutory duties and responsibilities related to wellbeing, equality and inclusion. They engage in appropriate professional learning to support this understanding, for example, trauma informed practice training.

- Staff carefully plan and support children's transitions to ensure continuity and progression for all children, including those requiring enhanced transitions. This includes children's transition from nursery to P1, stage to stage progression and P7 to S1 transition. Children at P7 benefit from a residential experience with children from other schools transferring to secondary school. This supports children to build friendships and build confidence peers before they move to secondary school.

- Staff ensure that children are active participants in discussions and decisions that involve them. Through 'Team with the Family' meetings, staff work collaboratively with partners, including parents, carers, and external agencies, to provide integrated and holistic support for children. Staff ensure appropriate planning for individuals is in place that includes appropriate learning targets. They apply professional learning to enhance universal provision within their classrooms. Most classrooms now include a 'calm corner' and 'helping hands' kits. These provide children with easy access to a range of tools to support them to concentrate and be calm. Children who engage in specific interventions demonstrate enhanced social skills, and a greater ability to regulate their emotions. The introduction of PEF funded play therapy is effectively supporting children experiencing trauma. There is potential to develop further the use of 'the hive' to support individual children who experience anxiety.

- Children have progressive opportunities to explore equality, diversity and multi-faith issues, through the curriculum, particularly in religious and moral education. A range of faiths and cultures are explored and celebrated successfully within classes and at assemblies. Almost all children recognise how others should be treated and link this well to the school value of 'respect' and through the work on children's rights. Senior leaders have correctly identified the need to strengthen further children's understanding of diversity and inclusion.

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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, most children are expected to attain expected CfE levels of attainment in literacy and numeracy by June 2025. Most children are expected to attain expected CfE levels in listening and talking, reading and writing. At first and second level, attainment is much lower in writing than in listening and talking and reading. A few children at these levels are working beyond expected levels in literacy and numeracy. With greater challenge, a few children across the school are capable of achieving more. Most children with additional support needs are making good progress from prior levels of attainment.

Attainment in literacy and English

- Overall, most children are making good progress in literacy.

Listening and talking

- At early level, most children hear and say rhyming words and generate rhyme from a given word. They understand and respond to spoken texts and follow simple instructions. Children are beginning to attempt to take turns when listening and talking with others. At first level, most children ask and respond to different types of questions to show understanding. A minority need to develop further their ability to take turns and contribute at the appropriate time when engaging with others. This should support them to listen and respond in a more respectful way. At second level, most children build on the contributions of others appropriately during discussions. They plan and deliver presentations, understanding the importance of audience awareness and voice projection. They should continue to develop their note-taking skills when listening or watching to help the create new texts for a range of purposes.

Reading

- At early level, most children use their knowledge of sounds, letters and patterns to read words. They use contextual clues to support their understanding of different texts. They share their thoughts and feelings about stories and texts in a range of ways. At first level, most children use a range of word recognition strategies independently. They find the meaning of unfamiliar words in a dictionary. Children are less confident in using the contents page and index to locate information. At second level, most children select texts regularly for enjoyment and can explain the reason for their choice. They apply the skills of skimming and scanning to find information quickly and distinguish between fact and opinion. They should continue to develop their ability to identify sources of information that would be most useful.

Writing

- At early level, most children know the sound of lowercase and some uppercase letters. They use a pencil with increasing control and confidence. They try to spell familiar words correctly. A minority of children reverse letters and numerals when writing. Further practice is required to ensure all children consistently use the correct letter formation. There is potential to increase

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children's application of writing in real-life situations through play. At first level, the majority of children write independently, using their knowledge of spelling strategies when spelling familiar and unfamiliar words. They create texts for a variety of purposes, such as recipes. At second level, most children create texts regularly for a range of purposes, selecting the appropriate genre, form and structure. They use notes to develop their thinking when planning new texts, organising information in a logical way. Overall, the quality of presentation of writing across all aspects of the curriculum needs to be improved, particularly at early and first level. Children need to have more opportunities to write at greater length.

Attainment in Numeracy and mathematics

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

Number, money and measure

- At early level, most children are developing confidence in working with numbers. Most children recognise, write and order numbers within 20. By the end of early level, most children are confident using addition and subtraction and count accurately forwards and backwards in a sequence. They commonly reverse their numbers when recording digits. Most children within first level count forwards in 2s, 3s, and 5s but find counting backwards more challenging. They have a good understanding of place value. They add three-digit numbers with accuracy but are less confident when subtracting three-digit numbers. At second level, most children order numbers to 100,000 and round decimals to the nearest whole number. They demonstrate understanding of equivalent fractions. They are less confident in showing fractions at their simplest form and calculating a fraction of a whole number. Across first and second level, children should improve their mental recall of number. There is scope to review approaches to developing children's mental agility across the school.

Shape, position and movement

- At early level, most children recognise common two-dimensional shapes and three-dimensional objects. They accurately use simple positional language including front, back, above, below, forwards and backwards. At first level, most children identify a right angle. Although they identify two-dimensional shapes and three-dimensional objects, they are less proficient in describing their properties. Most children working at second level identify right, acute, obtuse angles accurately. They calculate a missing angle using their understanding of complementary angles. Most children use knowledge of the link between the eight compass points and angles to describe, follow and record directions. They calculate the perimeter of a shape but are less confident when calculating the area of a shape.

Information handling

- Children across the school describe and use a number of different methods to collate and present data. At early level, children record likes and dislikes through visual displays. At first level, children draw tables and complete bar graphs to display data. At second level, children gather information using tally marks, interpret information from timetables and surveys and use basic forms of graphs and charts to display information. Children at all stages should continue to develop their knowledge and understanding of information handling through digital technology.

Attainment over time

- Senior leaders track children's attainment over time and discuss children's progress and attainment regularly with class teachers. The overall attainment of cohorts over time is too variable. Staff should strengthen further their review and analysis of data to more accurately inform approaches to raise attainment. Senior leaders should increase the rigour used when monitoring the effectiveness and impact of raising attainment strategies. Staff identified a

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gender gap in the school's reading attainment. They should develop an effective plan to address and improve it.

- Staff used national assessments with P4 and P7 earlier in the session than in previous years. This helped staff to identify and address gaps in children's learning more effectively.

- Attendance in 2023/24 was 91.5%, in line with the national average. Overall levels of attendance have increased year on year since the pandemic. A few children have been excluded from school in the past few years. Senior leaders monitor attendance on a monthly basis. They consider the social, emotional and wellbeing of needs of children when identifying barriers to attendance. Senior leaders consider the attendance of specific groups of children, such as those entitled to free school meals or care experienced. A home link worker works with families to support improvements in children's attendance. This is having a positive impact on attendance for identified children and families.

Overall quality of learners' achievements

- Staff ensure there is a strong culture of celebrating achievement. Children and parents are actively encouraged to share achievements beyond school. Staff use weekly assemblies and 'thinking time' activities to celebrate these. Children understand how their achievements contribute to increasing their confidence, success, effectiveness and responsibility. They are beginning to make links to how their achievements contribute to the development of higher order skills, such as creativity and collaboration.

- Children are rightly proud of their contribution to accredited awards, such as their sports, children's rights, STEM and eco awards. They recognise their real contribution to improving their school and how they have benefited as a result of their participation in associated activities. For example, they have developed their leadership and teamwork skills through increased opportunities for sports clubs run by staff, partners and parents.

- Staff have developed highly effective partnerships with a range of parents and partners. This enables all children to have access to a wide range of after school clubs and activities across the year. Staff track children's engagement in club activities to maximise children's engagement and remove barriers to participation. Overall, the majority of children participate in sports club activities. With the support of grant funding, the introduction of a progressive programme of cycle training last session is enabling all children in P5 – P7 to develop their cycling skills. Children's fitness and cycling safety is improving as a result.

Equity for all learners

- Senior leaders monitor attainment taking appropriate account of specific cohorts of children, including those facing financial barriers or have additional support needs. Staff put in place appropriate targeted supports to help children to attain. Children are making progress as a result of these interventions. Senior leaders should now use data more effectively to enable them to more accurately measure their success in closing identified attainment gaps and to accelerate the progress of children impacted by poverty.

- Senior leaders use PEF predominantly to enhance teacher and classroom assistant staffing levels and to provide resources to raise attainment and support wellbeing. This supports the provision of 'boost groups', providing targeted support to address identified gaps. In addition, this additional staffing enables the delivery of targeted literacy interventions. Most children in receipt of these targeted interventions make appropriate progress relative to their prior learning. Senior leaders should now monitor more closely how all PEF interventions contribute to raising attainment for children.

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Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

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