

Summarised inspection findings

Dysart Primary School

Fife Council

26 August 2025

Key contextual information

Dysart Primary School is located in the village of Dysart to the east of Kirkaldy in Fife. The senior leadership team consists of the headteacher, who has been in post since 2016, and a principal teacher. At the time of inspection, the school roll was 120 children, organised across five classes, of which most are composite.

Across the school, 37% of children reside in Scottish Index of Multiple Deprivation deciles 1 and 2 and 44% reside in deciles 3 and 4. Thirty-eight percent of children are registered for free school meals and 42% of children have additional support needs.

Dysart Primary School Nursery was inspected by the Care Inspectorate within the past 18 months, therefore, the local authority and headteacher had the option to include the nursery class as part of this inspection. We have agreed with the local authority and school that the nursery class is not part of this inspection. The findings set out below are for the primary school stages.

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

- Dysart Primary is a welcoming and inclusive school. All staff demonstrate a strong commitment to do their best for children. Staff put children's emotional and social wellbeing at the heart of all they do. Children learn and thrive in a happy, calm environment where all adults support them well. Families feel welcome in the school and regard it as an important part of the local community. The vision of building a proud community together underpins the work of the school successfully.
- The headteacher ably leads an annual review of the school's vision and values. This involves an extensive consultation with stakeholders, including children, parents, staff and partners. Staff support children extremely well to explore the values of ready, respectful and safe frequently and meaningfully during assemblies and in class. Staff and children demonstrate successfully the school values in their daily interactions. Children understand and articulate the importance of school values and the relevance of these to their learning, wellbeing and life.
- The headteacher is very well respected by children, staff, parents and partners. She provides effective, strong and caring leadership, underpinned by her very encouraging and positive approach. Her enthusiasm and determination motivate and empower staff and the wider community to improve outcomes for children. Teachers are inspired by the headteacher's high aspirations for children and their families. The headteacher is supported very well by the principal teacher. Senior leaders are respected and valued by children, parents, staff and partners, who speak positively about the ways in which everyone is empowered to work collaboratively. They have a very good understanding of the needs of all members of the

school community. They demonstrate highly effective leadership in relation to children's wellbeing, equality and inclusion. This results in children's needs being met very effectively.

- Senior leaders support all staff to engage regularly in discussions that inform the school's improvement plan. This includes reviewing the impact of the school's work using How Good Is Our School? 4th edition. Staff understand and have increasing ownership of the school's agenda for implementing improvement and change. Senior leaders developed a clear quality assurance calendar. They undertake a wide range of well-considered activities which includes observing learning in class and jotter monitoring. Teachers welcome the feedback they receive and there is evidence of how this has impacted directly on improving learning and teaching across the school. Staff identified rightly a need to improve attainment in numeracy as a result of their careful review of data. Senior leaders deploy additional resources strategically to provide targeted interventions to support children to make the best possible progress in this area. This has resulted in significant and accelerated progress for identified groups and cohorts.
- There are clear and strong connections between self-evaluation, improvement planning and professional learning. The headteacher considers carefully and manages the pace of change skilfully. As a result, staff are confident in leading aspects of school improvement and developing their own leadership skills. The school improvement plan (SIP) has a clear rationale for the improvements identified. These link well with the priorities of the school and local authority. This session, senior leaders and staff have prioritised developing the curriculum to meet learning needs, digital learning and improving outcomes for children's wellbeing and achievement. Senior leaders identify desired outcomes as a result of planned improvement. As a next step, they should include more specific measures of success to further enhance their approach to evaluation and strategic planning.
- Senior leaders support staff successfully to develop leadership at all levels. This has led to a climate of strong collegiality across the team. Staff lead enthusiastically on aspects of school improvement and take responsibility for pupil leadership groups. All staff demonstrate a clear sense of shared purpose and are increasingly confident in taking responsibility for leading aspects of school improvement. This is supporting them to develop coherent approaches to learning and teaching and supporting children's wellbeing. This includes, for example, clear routines and structures in classrooms and consistent approaches to promoting anti-bullying.
- Senior leaders support all teachers to engage meaningfully with annual staff professional reviews. They ensure all teachers have sufficient time to participate in discussion regarding their professional development and needs. All staff undertake training and additional qualifications to enhance their own skills. Teachers engage with research, and a few have undertaken well-considered professional enquiry projects. Examples include conceptual development in numeracy and developing children's reading skills. They are committed to learning from others to make sure they continue to refine and improve practice. Teachers share readily their learning with each other and support colleagues to implement change and improvements. Their engagement with professional learning and commitment to effective leadership of change is resulting in improved outcomes for children.
- Children across the school have leadership opportunities as members of pupil groups. These include, for example, pupil council and learning council groups. They consult with children on the SIP using How Good is OUR School? as a framework for improvement. Almost all children feel their views are listened to and are confident to share their ideas with staff. Older children have the opportunity to become house captains, buddies and ambassadors. Children articulate how these leadership opportunities develop their confidence and decision-making skills. Senior leaders, as planned, should continue to increase leadership

responsibilities for children at all stages to develop their leadership skills progressively. In doing so, children should take increased responsibility to evaluate, influence and lead continuous improvement.

- Staff have established strong links with partners. Collectively, they use solution-focused approaches to ensure an inclusive approach to learning. This approach is helping staff to address barriers faced by children and their families, not just in the school, but in the wider community.
- Senior leaders survey parents and consult with the Parent Council and staff on how to best use Pupil Equity Funding (PEF). The headteacher uses analysis of the school's social, economic and geographical context to inform strategic plans to direct funding. She uses PEF to provide effective support for identified children through extra staffing, targeted interventions and additional resources. This is making a positive difference for identified children.

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, all staff have developed a positive and nurturing ethos. Children benefit from strong relationships with staff and between their peers. Almost all children demonstrate very well the school values in their actions throughout the school day. Children are very proud of the 'Dysart Learning Powers'. Children feel these support them in becoming resilient, reflective, responsive and resourceful learners. Staff refer to these regularly in lessons and assemblies and support children well in developing their understanding of becoming an effective lifelong learner.
- Staff implement effective approaches to support children's engagement and emotional regulation. They use positive relationships to underpin their response to behaviour and use the principles of emotional regulation to support children. Overall, children's behaviour across the school is very good. A few children who can become dysregulated benefit from sensitive and calm support from staff. Staff benefit from clear guidance from the local authority and support through professional learning sessions, for example, by educational psychology services. Senior leaders support staff effectively to improve their consistency in responding to children's behaviour. This helps ensure that almost all children are ready to learn and engage well with learning.
- Staff have considered the impact of learning environments on children and ensure these are of high quality. Children experience a calm, purposeful learning environment across the school. Almost all teachers use displays well to highlight helpful learning strategies and enrich children's learning. Across all stages, children work well individually, in pairs and in small groups. They are developing their teamworking skills effectively, as a result.
- Most children are engaged and motivated to learn. Staff have developed a four-part model which has supported greater consistency in planning and delivering well-structured lessons. In almost all lessons, teachers share the purpose of learning and highlight what children need to do to be successful. As a result, most children know what they are learning and why. In a few lessons, children engage in co-creating success criteria. Across the school, children are now ready to be more involved in regularly creating measures of success. This will help them to have a clearer understanding of their progress in learning. Almost all teachers use questioning effectively to check children's understanding. Teachers should continue to improve their use of questioning further to improve the pace of learning and develop children's higher order thinking skills.
- In most classes, teachers deliver well-structured lessons and provide children with clear instructions and explanations. In most classes, support staff provide skilful and well-timed support for children who require it. They provide prompts, commentary and modelling for children who require additional support. This supports children to learn in ways that meet their individual needs. In a few examples, learning activities are matched well to meet the

needs of all children. Senior leaders should work with teachers to ensure that all children experience a level of challenge consistent with their abilities. Providing children with more challenge should support them to make the best possible progress in their learning.

- At early level, teachers are developing their approach to play and provide an appropriate balance of adult-directed, adult-initiated and child-initiated play activities. They have planned spaces well indoors to create a range of play areas. As a result, children make choices and sustain their concentration well during their play. This supports children successfully to become more independent through the engaging learning opportunities provided. Staff plan direct teaching inputs effectively to ensure children receive the right support and make progress. Staff should continue to develop their interactions to enhance and extend learning opportunities through play.
- The use of digital technology is successfully enhancing learning and teaching. Staff work collaboratively to develop and share their practice. Children's understanding of digital literacy is developing well through the creation of a digital charter in all classes. Children access a range of digital resources independently to support their learning. Children use digital technology well to develop skills in coding, programming, filming, podcasting and accessing resources through digital matrix codes. Across the school, a few children who require additional support make very effective use of assistive technology to support their writing. A digital culture is evolving successfully through staff adopting expert roles and children in P4 to P7 supporting classes as digital ambassadors.
- In most lessons, teachers provide children with verbal and written feedback to support children in their learning. In a few examples, children are involved in choosing how they would like their feedback to be delivered and are given time to reflect on feedback provided to them. This supports children to act on feedback provided. Staff should continue to develop the consistency of high-quality feedback across the school. Children have begun to set targets for their own learning and share these targets in their personal learning plans. This supports them to better understand themselves as learners. Staff should build on this positive approach and support children to take a greater role in leading their learning.
- All teachers use a range of standardised and diagnostic assessments throughout the year. They use an assessment and moderation overview to help them to gather evidence of children's progress in literacy, numeracy and health and wellbeing. Teachers use this data effectively to help them identify gaps in children's learning and plan appropriate support. As a next step, teachers should develop high-quality, ongoing assessments to support their judgement of children's progress. This should help teachers to make more informed decisions about children who would benefit from additional challenge and enrich the quality of assessment evidence.
- Teachers have engaged in helpful moderation activities within school to support work in literacy, numeracy and digital technology. As planned, senior leaders should support staff to moderate regularly with colleagues in schools within their cluster and local authority. This will strengthen further the quality of professional judgements being made by staff and support a greater understanding of national standards.
- Senior leaders have developed effective systems and processes to monitor children's progress and analyse assessment data. Teachers track coverage of and progress within outcomes regularly, which informs their planning of learning and next steps. Teachers plan appropriately over different timescales and take account of previous learning. Plans take account of national benchmarks and local guidance. This supports children to build on prior learning and make progress.

2.2 Curriculum: Learning pathways

- Staff review the school's curriculum rationale on an annual basis. They consult with stakeholders to ensure it continues to reflect the school's individual context. Staff make very good use of the local area to support and enrich learning, ensuring the school remains a focal point of the community. Staff have worked collaboratively to group together experiences and outcomes from across most curriculum areas. Children have the opportunity to contribute ideas within a school wide approach to visible learning walls. Senior leaders now need to revisit the school's curricular context plans to ensure they provide appropriate breadth and depth.
- Teachers make effective use of school and local authority progression pathways to support their planning. This is particularly effective in literacy and numeracy. They should continue to embed the use of these pathways across all curricular areas. This should support teachers to ensure that children experience progressive and appropriately challenging learning in all areas of the curriculum.
- Teachers plan outdoor learning opportunities across all classes. Children enjoy regular visits to the local park and beach to enhance engagement and relevance of learning. This is supporting children to develop their sense of wellbeing and promote resilience and risk awareness.
- Children benefit from a centrally located library and a good range of texts in class libraries. They access these resources to support them to develop their literacy skills. Children across the school speak positively about reading.
- At all stages, children learn French as part of the school's approach to delivering 1+2 languages. Children also experience Spanish in the upper stages. Staff from the local secondary school support the delivery of these lessons. Teachers use progression pathways effectively to support children's learning and progression in this area of the curriculum.
- All children benefit from two hours of high-quality learning in physical education (PE) weekly. Across the school, children have regular experiences within music. Early years' staff support teachers to promote and enhance children's curricular experiences of play. Staff work closely with parents and wider partners across the community, to support and enhance learning experiences.

2.7 Partnerships: Impact on learners – parental engagement

- Most parents feel informed about, and are keen to get involved, in the work of the school. They recognise that their views are sought and acted upon. Parents feel well informed about change and actions that contribute to continuous improvement. Most parents feel staff know their child well and that the school is well led and managed. Most parents feel comfortable approaching the school if they have questions or concerns. They talk very positively about the care and support the staff team provide for children and their families.
- The headteacher promotes a close working relationship with the Parent Council. The Parent Council have supported the school with aspects of improvement including fundraising for resources and experiences. This contributes to the team spirit and strong sense of community and supports the school's values very well.
- Most parents feel they receive helpful and informative information about their child on a regular basis. They appreciate the wide range of activities provided by staff to support children's learning. For example, 'soft finish' sessions enable parents to understand how to support learning at home and to appreciate approaches to learning and the curriculum. This is supporting families to engage positively in the life of the school.

2.1 Safeguarding

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

3.1 Ensuring wellbeing, equality and inclusion

very good

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Children and staff feel valued and respected through the highly nurturing and inclusive ethos across the school. The school values are demonstrated consistently by children and staff in their daily interactions. Children are happy and take great pride in their school. Almost all children feel they have a trusted adult to talk to about worries or concerns. Children who are junior leaders actively model positive behaviours in the playground, ensuring that younger children feel supported. Almost all children behave well and are respectful to adults and each other. Children demonstrate care and support for each other. As a result, almost all children feel safe in school.
- Children and staff have worked together to audit the learning environments ensuring they are welcoming, inclusive and supportive. A recent change was the introduction of calm areas within classrooms and shared spaces. Children use these spaces effectively to self-regulate their emotions. As a result, children feel well supported and re-engage swiftly in their learning. Children learn in a variety of spaces throughout the school and outdoor areas including the local park and beach. This supports their different learning styles well. As a result of these inclusive strategies, most children across the school are supported effectively in their learning. Children demonstrate respectful behaviours within the classrooms and across the school community.
- Senior leaders and staff are committed to helping children recognise and manage their own emotions and behaviours. Children are developing a very good understanding of events and circumstances that cause them to experience emotions such as being worried, angry or feeling anxious. Almost all teachers have undertaken training to support children to manage their feelings and behaviours through the use of restorative approaches and trauma informed practices. Children talk very confidently about how they are feeling and display respectful and positive behaviours. As a result, children are increasingly demonstrating independence in managing their emotions and readiness to learn.
- Children across the school have a secure understanding of their own wellbeing and discuss confidently how their experiences in school support and improve their wellbeing. For example, older children speak ably about the harmful effects substances can have on their bodies. Younger children discuss confidently the importance of eating healthy foods and getting enough sleep to feel good and stay strong. They use appropriate language, linked to the school values, to express their views, ask for support, and be actively involved in decisions affecting their wellbeing. Children participate in a wide range of sports, games and physical activities. These are provided by staff and partners, including the active schools' coordinator, both during the school day and after school. Children understand well the link between having a healthy body and healthy mind. Almost all children feel that the school is supporting them to lead an active and healthy lifestyle.

- Teachers make effective use of outdoor spaces to support aspects of the curriculum. They recognise the benefit to children's mental and emotional wellbeing to spend time in the outdoor environment. Teachers make effective use of health and wellbeing (HWB) pathways, including national guidance on relationships, sexual health and parenthood. This ensures coverage of all HWB experiences and outcomes. Children's emotional and mental wellbeing needs are being met effectively.
- Staff monitor children's wellbeing very well. They use a wide range of assessment tools successfully to gather important information relating to children's wellbeing. Senior leaders use this information very effectively to identify areas that can be addressed at whole school or class level. For example, how to be safe online. Staff provide personalised wellbeing support for identified groups or individual children. Children appreciate the warmth and care that staff demonstrate when working with children around sensitive issues.
- Staff follow well-developed processes for identifying children who may have additional support needs. Children's plans are detailed and support professionals, children and families well. This ensures children make appropriate progress in their learning and wellbeing. Staff and partners take account of the legislative framework related to wellbeing, equality and inclusion. Children and parents are involved fully in identifying targets and reviewing their progress. Effective tracking ensures that children do not remain on interventions longer than required. As a next step, senior leaders should support teachers to develop more precise and measurable targets for children. This should enable a clearer assessment of their progress.
- Children benefit from effective partnerships with other agencies and specialists. Senior leaders and staff work closely with health professionals and partners to support children's wellbeing. Partners speak very positively about how staff in the school engage with them to implement high-quality support for children. This effective partnership work ensures children benefit from appropriate and targeted interventions to help them engage in learning and support their physical and mental wellbeing.
- All staff have a strong understanding of their responsibilities and statutory duties related to wellbeing, equality and inclusion. Approaches to child protection, safeguarding and meeting the additional support needs of learners are clearly informed by legislation and national guidance such as 'Getting it right for Every Child'.
- The headteacher monitors incidents and allegations of bullying and takes steps to mitigate these. Staff and children created a clear anti-bullying policy which is shared with parents. A few children have undertaken peer mediator training to support children within the school and in the playground. Almost all children feel that bullying is dealt with effectively, or that they have not experienced bullying, and that other children are respectful towards them.
- Children are developing their awareness, understanding and appreciation of diversity, and different religious and cultural events. Staff promote this through class work and assemblies. Resources, including toys and library books, promote diversity and a range of cultures. Children celebrate various cultural occasions throughout the year such as Diwali, Easter and Burns' Day. Staff should continue to develop and support children's learning about equalities and inclusion. This should support children to feel able to recognise, and challenge confidently and knowledgeably, discrimination and intolerance.
- Senior leaders and staff actively foster an inclusive environment where all children feel valued and engaged in all aspects of school life. They recognise that some children may encounter barriers to learning due to their socio-economic circumstances or additional support needs. Staff proactively signpost families to where they can access assistance. They

ensure that all children can participate in activities, access school uniforms, and obtain necessary resources.

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, across the school, most children are on track to attain national expectations in listening and talking. A majority of children are on track to attain national expectations in writing. At early and first levels a majority are on track in reading and numeracy and most at second level. A few children across the school are exceeding expected levels of attainment.
- Most children with additional support needs are making good progress towards their individual learning targets. A few are making very good progress. Strategies to accelerate progress have had positive impact and ensured attainment in literacy and numeracy is improving. Taking account of this and the school's reliable data on individual children's progress it is evident that, overall, most children are making good progress in their learning.

Attainment in literacy and English

- Overall, most children make good progress in literacy and English.

Listening and talking

- Across the school, most children are making good progress in listening and talking. Almost all children working at early level listen, respond appropriately and share their ideas well, particularly in play. At first level, most children engage well with each other, listen to instructions and answer questions appropriately. A few children need to listen more carefully to the opinions of others. Most children at second level listen respectfully, speak confidently and explain reasons for their responses. Across the school, most children need increased opportunities to build on the ideas of their peers.

Reading

- At early level, most children are increasing their knowledge of sounds and letter patterns. At first and second levels, most children read familiar texts well with fluency, expression and understanding. At first level, most children use decoding skills confidently to read unfamiliar texts with fluency. They discuss their favourite authors and make predictions using contextual clues. At second level, most children are developing well skills in scanning texts to find key information. They discuss confidently different techniques used by the author to engage the reader. Across the school, children would benefit from strengthening their understanding of key features of non-fiction texts such as index, glossary, headings and subheadings.

Writing

- Most children working at early level use capital letters and full stops effectively in simple sentences. They form most lowercase letters legibly and leave a space between words. At first level children write across genres for example, letter writing and persuasive texts. A majority of children are becoming increasingly aware of how to plan their writing and use interesting vocabulary to engage the reader. At second level, a majority of children write for a variety of purposes, including persuasive and procedural writing. They use a range of punctuation, sentence length and language appropriate to the context. Across the school, children need to write regularly more extended pieces of writing.

Numeracy and mathematics

- Most children make good progress in numeracy and mathematics. They should now apply their skills in different contexts and revisit learning on a regular basis.

Number, money and measure

- A majority of children at early level recognise and recall number sequence to 20, use one-to-one correspondence and use language of before and after well. They name days of the week and months of the year. They should continue to develop understanding of reading times on a digital and analogue clock. At first level, a majority of children read, write and order whole numbers to 1,000, identify the value of digits and use a range of strategies to solve word problems. Children have a sound understanding of simple fractions and how these are notated. They require further practice to regularly record a range of measurements of length, height, mass and capacity. Most children at second level have a strong understanding of number and number processes and order numbers, including negative numbers. They apply mental agility number skills well and apply these to money problems. A few would benefit from further opportunities to explore factors and prime numbers.

Shape, position and movement

- A majority of children at early level recognise and describe common two-dimensional shapes. They understand and use the language of position and direction appropriately within their play including block play and small world. At first level, the majority of children use a range of mathematical language to describe two-dimensional shapes using appropriate vocabulary. They are less confident using appropriate mathematical vocabulary to describe the properties of three-dimensional objects. Most children at second level identify acute and obtuse angles. They are less familiar with reflex angles.

Information handling

- Most children at early level use their knowledge of shape and size to group objects. At first level, most children gather and display data using tally marks and simple bar graphs with confidence. They answer simple questions about information presented in a range of tables and charts. Most children at second level collect and organise data effectively. Across the school, children would benefit from regular opportunities to develop their knowledge of gathering, organising and presenting data for a range of purposes.

Attainment over time

- Senior leaders have clear processes in place to record data and monitor and track attainment in literacy and numeracy over time using a variety of assessment information. They discuss effectively and regularly the progress and attainment of individuals and cohorts of learners. All teachers use available data effectively to plan support and interventions to accelerate progress towards closing gaps for almost all learners who require support. Most children are making good progress over time.

- Staff plan a range of literacy and numeracy targeted interventions to support children within and out with class. Staff review the effectiveness of interventions regularly. Senior leaders should continue to support all staff to analyse accurately the progress made by children as a result of targeted interventions. This should help staff identify trends and gaps in children's learning across the curriculum.
- The headteacher monitors children's attendance robustly. This includes analysing data and identifying any children who show a pattern of poor absence. A few children have an absence of 10% or more. The headteacher has introduced a range of targeted approaches including a walking bus and clubs to support children's attendance. Staff's strong partnerships and trusting relationships with families is supporting an improvement in identified children's attendance. There is clear evidence that appropriate interventions are improving attendance. Overall, attendance has improved and is above local and national averages. There are no children who attend school on a part-time timetable.

Overall quality of learners' achievements

- Children's achievements are recognised through newsletters, online platforms and during assemblies. Children also share their achievements using online platforms. Children participate in a range of after-school and lunchtime clubs, including crochet, dance, football and coding. These clubs support children well to develop their confidence, teamwork and communication skills.
- Children contribute to the life of the school and their community through a wide range of leadership opportunities available. Learner voice is central to each committee, resulting in children who readily share their ideas, feeling valued in their contributions. This is supporting children to be confident individuals. Staff are building children's knowledge of the world of work well and share aspirational goals. As planned, staff should continue to work with partners to support children to develop skills for learning, life and work consistently across the school.
- Staff track children's participation and engagement in a range of clubs. They identify gaps in participation for individual children and plan for opportunities and experiences to reduce the risk of any child missing out. Children play an active role within their school community which helps them to become responsible citizens and effective contributors. Children are developing their skills for learning, life and work, including leadership, as a result of their participation in worthwhile activities. Staff should continue to support children to articulate these confidently.

Equity for all learners

- All staff are acutely aware of the socio-economic circumstances of their children and families. They have a very strong understanding of the barriers to learning and challenges children living in their community face. Senior leaders use PEF very effectively to provide additional staff and resources to promote improved attainment, engagement, attendance and emotional wellbeing. These staff focus on raising attainment in literacy and numeracy and provide support to targeted groups of children who face barriers to learning. There is clear evidence, particularly in numeracy, that equity gaps in learning are being closed as a result of these targeted interventions.
- Staff ensure that financial constraints do not prevent any child from engaging in opportunities for learning and achievement. Families benefit from a range of approaches offered to them. For example, the school subsidises trips, provides a uniform swap shop and seasonal costumes, and a free healthy tuck shop is provided for pupils twice weekly. The school has a

well-established connection with a partner which supports families to access a well-stocked pantry whenever required.

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.