

Summarised inspection findings

Glenmanor Primary School

North Lanarkshire Council

28 April 2026

Key contextual information

Glenmanor Primary School is situated in Moodiesburn, in North Lanarkshire. The current school roll is 219 children working across nine classes.

The headteacher has been in an acting role since March 2025 and was recently appointed as the substantive headteacher. Prior to this, the headteacher was the principal teacher at the school. There are two principal teachers who are currently in acting positions. Over the last two years there has been a number of changes to staffing for a variety of reasons. The total teaching allocation is 12.8 teachers and four learning assistants. Two cluster teachers also support the school.

In September 2025, the school reported that 46% of children required additional support with their learning. The majority of children live in the Scottish Index of Multiple Deprivation (SIMD) deciles 5 to 8 with 16% of children living in SIMD decile 2.

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’s supportive leadership and guidance is an important strength of the school. She has the respect and trust of the whole school community. Since taking up post, she has put well-considered processes in place to strengthen the school culture and sustain the school’s improvement journey. All staff have a clear understanding of the socio-economic context of the school and work together very effectively as a committed team. They know children well and use the school vision and values to underpin their approaches to improving children’s wellbeing and learning.
- The headteacher, working closely with children in the pupil council, refreshed the school values which feature prominently in children’s experiences and learning. Children take pride in demonstrating the values, which they understand well, to visitors and each other. Staff’s use of the school values is further strengthened through an increasing focus on children’s rights. Building on this, staff should, as planned, continue to develop and embed approaches to providing children with a rights-based education.
- The headteacher’s first step in school improvement was to improve relationships across the school. She identified this relevant priority rightly through seeking the views of staff, children and parents. Staff have implemented a number of whole-school and targeted approaches to support wellbeing. This work is impacting positively on children’s wellbeing and their

relationships with each other and adults. Staff wellbeing has also improved. Staff highlight that they now feel more included in school improvement and have a clearer understanding of the rationale behind changes that happen. Positive relationships exist between children, staff and parents which is increasing the school's capacity for change and continuous improvement.

- Children have increasing opportunities to lead change across the school. Through membership of clubs, children build their leadership skills well. For example, children in the literacy legends have secured funding to develop a school library to promote reading for enjoyment. Children like the job application type process to gain membership of leadership groups which they recognise develops their skills for life and work. All children from P1 to P7 have the opportunity to join the pupil council or represent their class as a rights ambassador. The headteacher and staff should continue to extend leadership opportunities for all children.
- The headteacher invites parents to share their views about the life and work of the school through surveys. Parents and the Parent Council have an increasing voice in shaping school life. For example, parents gave their views on the use of Pupil Equity Funding (PEF) at a voting station on parents' night. Parents welcome the increased opportunities to share their views. Membership of the Parent Council has increased and more parents take an active role in the life and work of the school. As planned, the headteacher should extend opportunities for parents to be more involved in shaping school improvement priorities.
- Staff willingly undertake leadership roles and feel empowered to lead change. They lead effectively and enthusiastically on school improvement and pupil clubs. They also lead on small tests of change to improve the quality of children's learning. This is building leadership at all levels successfully. These small tests of change are at the early stages. As a next step, senior leaders and staff should ensure they have careful measures of success in place to identify the impact of this work. This will help them to plan new approaches that are most relevant and beneficial to children's needs.
- Children complete surveys and use How good is OUR school? to shape the work of the school. They recognise that their views are making a difference. For example, children identified that they would like more opportunities for outdoor learning and staff have acted upon this. Staff should continue to evaluate and review the impact of this work moving forward to further improve outdoor learning.
- The headteacher strengthened approaches to self-evaluation using How good is our school? 4th edition. Staff have a clear understanding of the school's strengths and areas for improvement. For example, teachers recognise the need to provide children with consistent high-quality learning and teaching. Teachers participate in regular professional learning such as moderation sessions or cluster training to drive forward school improvement in a more focused way. All staff undertake annual professional development reviews with the headteacher. This professional learning and collaborative working is helping teachers to consider the features of a high-quality lesson. As outlined in the school improvement plan, teachers should continue to develop consistent approaches to providing children with high-quality lessons.
- The headteacher, with staff, sets relevant priorities on the school improvement plan. They use an increasing range of data about children's attainment very effectively to plan interventions

to reduce barriers to learning. Current priorities include improving approaches to learning and teaching and improving wellbeing through a rights-based approach. The headteacher takes effective account of risk when managing the pace of change. For example, she recognises that changes to staffing over the last few years has impacted on the pace of change. Staff have made swift progress in their improvement journey, introducing new interventions to improve children's learning experiences. Staff should now take stock and review carefully the impact of all interventions on children's outcomes. This should support them to identify what priorities and interventions could be further developed and embedded and those that are less effective.

- There is evidence of school improvement planning impacting positively on children's outcomes. For example, the headteacher used a cohesive approach to improve the use of digital technology. Teachers engaged in professional learning around planning digital lessons and in peer observations, and staff and children assumed roles as digital leaders. In addition, the headteacher allocated resources effectively to increase digital technology devices. This cohesive approach to improvement planning is enhancing children's learning and improving equity.
- Senior leaders implement a rigorous approach to quality assurance. They undertake regular observations of learning, review children's work and discuss learning with children. The headteacher reviews information obtained from quality assurance and collates this strategically to identify overall strengths and areas for improvement. Senior leaders have an accurate understanding of the overall quality of learning and teaching across the school. The headteacher supports staff with protected time for professional learning provided by teachers, partners and the local authority. It would now be of benefit to use this collegiate time for teachers to focus on specific aspects of the learning, teaching and assessment cycle.

2.3 Learning, teaching and assessment

satisfactory

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 well together to establish a supportive learning environment for all children. The recently refreshed school values of teamwork, responsibility, kindness, respect, friendship and honesty are well known and understood by the school community. Most children explain well how the school values help them to learn and progress within Curriculum for Excellence (CfE).
- Almost all children demonstrate positive and respectful behaviour during learning. However, there are occasions when children can become dysregulated which impacts on their learning and that of others. Senior leaders and staff have a number of interventions and supports in place to help children self-regulate and return to learning. For example, children work with a trusted adult during transition periods or with learning assistants on a one-to-one basis. This helps children regulate their emotions and be ready to learn. All staff should continue to work together to support children with their engagement in learning.
- Teachers are improving children's learning environments. For example, they display and celebrate children's work and whole school activities well in attractive displays. Teachers carried out an audit of classrooms to help them identify how to make them more inclusive. In most classrooms, children benefit from access to a bespoke calm 'happy corner' and have opportunities to check-in their feelings. These approaches support children's emotional regulation well and impact positively on children's wellbeing and readiness to learn. All teachers should continue to develop learning environments to provide children with consistent inclusive learning spaces.
- Staff at early level are at the initial stages of developing play pedagogy to support children's learning. They have engaged with a range of professional learning to support the development of play. Senior leaders and staff should continue to engage with local and national practice guidance to further inform their skills in implementing play-based approaches. As a start, it would be helpful to review the quality of the learning environment and the resources in use. This should support children's deeper engagement and motivation in learning.
- Teachers make effective use of the recent investment in digital technologies during lessons to support and enhance teaching. They use progressive planners for digital literacy and computing science consistently across all stages. Teachers use interactive boards regularly to display helpful visuals, information, presentations, video clips and games to support children's understanding. The majority of children use devices confidently to record and enhance their learning across the curriculum. Teachers use a range of digital resources to support effectively children's inclusion, engagement and skills development. This helps children who require

additional support effectively. Learning assistants would like more training in the use of digital resources. This should help to ensure they continue to effectively support children with barriers to learning.

- Most children engage well with learning in a variety of tasks and activities. They interact positively with each other, working well together in pairs and groups. At times, children lose focus when the pace of learning is too slow or there is too much time spent passively listening. As planned, teachers should continue to review the pace of lessons to maximise the time children spend learning actively. In a few classes, learning activities are well differentiated to meet the needs of all children. Senior leaders should work with teachers to ensure that all children experience an appropriate level of support and challenge consistent with their abilities. This should further improve children's engagement to help them make the best possible progress.
- Teachers use learning intentions and success criteria consistently in most lessons. In a few lessons, teachers co-create measures of success with children. This effective practice should be shared more widely and consistently across the staff team. In most lessons, teachers' instructions and explanations are clear using relevant and engaging contexts. Senior leaders and staff have identified rightly a need to further improve approaches to learning and teaching. As planned, staff should work together to create guidance around the features of a good lesson. More careful use of the learning, teaching and assessment cycle should help staff to focus on specific aspects of teaching for development. This should help staff ensure all children enjoy consistent high quality learning experiences at all stages.
- Senior leaders and staff have worked together well to review assessment processes. They are beginning to develop consistent whole-school approaches to assessment. For example, the development of a whole school assessment calendar is supporting staff to develop their understanding of the timing of summative assessments. Senior leaders should continue to develop this calendar to include the full range of assessments that should take place. This should help to ensure staff plan a range of assessments as an integral part of the planning of children's learning. Most teachers provide written feedback that supports children well to understand their next steps. In almost all classes, children have useful self- and peer-assessment opportunities to evaluate their learning and increase their understanding of next steps.
- Teachers engage well in whole school and a few cluster moderation activities. For example, recent school and cluster moderation activities are supporting teacher professional judgements in writing. Senior leaders should continue to provide staff with moderation activities to build teacher confidence in making reliable and robust professional judgements of children's attainment.
- Teachers plan for literacy, numeracy and health and wellbeing using progressive learning pathways. They plan learning across other curriculum areas using CfE experiences and outcomes. Staff identify children who are facing barriers to learning including those impacted by factors relating to poverty. Teachers and learning assistants provide targeted support to help children overcome these barriers. Children confidently discuss supports that are in place to help them make progress. For example, the recent whole school focus on understanding differences and uniqueness is supporting children's understanding of how they learn. As staff continue to develop inclusive practice and the quality of teaching, they should regularly review

the balance of time children who require additional support spend in class. This will help them to ensure children learn inside their class as often as possible.

- Staff, funded through PEF, and learning assistants work with children who require additional support with their learning. It would be helpful for senior leaders to ensure staff working with children facing barriers receive relevant information around the needs of children they support. Staff implement a wide range of literacy, numeracy and health and wellbeing interventions to support the progress of targeted children. School staff should now consider regular, pre and post assessments to measure and evaluate the impact of these interventions.
- The headteacher has established a robust system to track children's progress in literacy, numeracy and health and wellbeing. Senior leaders and teachers meet three times per year to discuss and review the attainment, progress and health and wellbeing of all children. This is supporting well the identification of children's next steps in learning and the planning of interventions. Teachers have improved well their use of data to have greater knowledge, understanding and ownership of whole school progress and achievement overtime. Staff should continue to develop their use of data to inform the planning of learning and school improvement planning.

2.2 Curriculum: Learning pathways

- Staff use local authority progression pathways for literacy and numeracy which help them to plan learning building on what children already know. Staff plan learning across the curriculum on a three-year cycle linked to bundled CfE experiences and outcomes. This enables children to experience progression and breadth of learning as they move through CfE levels.
- All children receive their full entitlement to religious observance supported through the school's effective partnership with a local church. Children across the school receive regular religious education as a discrete area of the curriculum. They develop their knowledge well of Christianity and other world religions.
- All children receive two hours of physical education (P.E.) each week planned indoors and outdoors. Children benefit from sessions delivered by S6 leaders from a local high school and students from a local college. Senior leaders and staff should now ensure that all children experience high-quality, progressively planned P.E. each week.
- All children participate weekly in a whole school initiative to raise awareness of children's rights. Children choose from a range of activities including art, board games, construction, dance, drama, STEM and yoga. Children are at the early stages of identifying the skills they are developing through this approach.
- Children are enthusiastic about their increasing opportunities to learn outdoors. For example, they participate keenly in outdoor learning in local woodland. As staff continue to develop this, they should ensure children have progressive outdoor learning experiences, using the outdoor spaces and local area.
- Children do not yet experience modern languages in line with national guidance. German is taught as the school's first additional language. Children would benefit from staff using a progressive pathway to plan learning which introduces vocabulary in a progressive and planned manner.
- Children entering P1 participate in a range of transition events to help them settle well into school. The headteacher recognises there is scope to further develop stage to stage transitions to further help continuity of learning.

2.7 Partnerships: Impact on learners – parental engagement

- Staff keep parents informed well of their child's learning through a variety of creative approaches. Class teachers prepare curricular updates to let parents know what the learning focus for children will be. They provide parents with useful curriculum newsletters with an overview of focused work across the school. Senior leaders use an online digital application very well to communicate with parents and the wider community. For example, they share daily learning and teaching from each class, alongside school events and celebrations. Children from the digital leaders group support the updating of this application very well. This builds their skills and confidence of working in a team. As a result of these approaches, most parents agree that they receive helpful and regular feedback about how their child is learning.
- Parents engage meaningfully in their child's learning through a range of regular, planned opportunities across the year. Parents attend stay and learn sessions where children work with their parents, sharing with them what they are learning in class. Children develop well their communication skills and show confidence in their learning. Senior leaders plan parent's evenings well and include a range of focused activities that parents can take part in. This includes parent and child learning conversations. These conversations identify children's learning targets for the term. Children enjoy talking about learning with their parents and show increased responsibility in their learning.
- The Parent Council work effectively with senior leaders to support school life and children's learning. The digital leaders group created a promotional video to encourage parents to join the Parent Council. This involved writing a script, filming and editing the video. Children used their digital skills very effectively to develop this. The launch of this video to the school community has resulted in an increase in the number of parents joining the Parent Council. Most parents feel encouraged to be involved in the work of parent groups.

2.1 Safeguarding

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

3.1 Ensuring wellbeing, equality and inclusion

good

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Children and staff have positive relationships which support a nurturing and inclusive environment. Most children feel they are respected and valued. Staff and children have worked together to create playground and dinner hall charters. These charters reflect the school values and help to support positive behaviour. Across the school, most children behave well. Staff support children very well when they display dysregulated behaviour. They have appropriate supports in place to allow children to re-engage with their learning. Staff track incidents of dysregulated behaviour carefully to identify any points in the day where children may need extra support. As planned, children, staff and parents should now review the school policy on relationships and positive behaviour to ensure it meets the needs of all children.
- Across the school, most children demonstrate well the school values of responsibility, honesty, respect, friendship, teamwork and kindness. Children are awarded certificates at assemblies for displaying these values through their behaviours and actions. They are proud to receive these and speak confidently about how their actions relate to the school values. Children feel motivated to demonstrate the school values through the school 'house' system. This enables them to develop their leadership, responsibility and collaborative skills well.
- Across the school there is a shared understanding of wellbeing. Children self-evaluate regularly their own wellbeing and discuss any concerns with an adult in school. The headteacher and staff track children's wellbeing across the year to identify any issues or common themes. They identify appropriate wellbeing support for individual children, groups of children or whole classes. This includes yoga sessions, outdoor learning and cooking classes. Consequently, children are very aware of the wellbeing indicators and what each means to them. They talk confidently about the importance and benefits of being healthy, active and of respecting others.
- Almost all children agree that their school supports them to lead a healthy lifestyle. All children try out a variety of new sports during health week. They enjoy weekly activity sessions focusing on Article 31, children's right to play. These sessions ensure that all children participate in active, healthy activities, including dance, multisports and cooking classes. Sports leaders from P4-P7 work with a range of partners to provide exciting experiences for all children which include netball, judo and cross country. Through these opportunities children are improving their physical fitness and learning a range of new skills.
- Children refer to their rights regularly, relating them to their actions both in and out of school. Staff and children co-create and design class charters, using children's rights to identify

expectations within the classroom environment. These charters are helping to develop consistent approaches to ensuring rights are central to teaching and learning across the school. The rights ambassadors group work with staff to agree an action plan for the school year. This includes organising a 'wear with care' project which encourages families to use pre-loved uniforms and introducing a monthly rights focus. Children share examples of what they learn about each right during assembly and the winning class keep 'Glenny the Owl', the school rights mascot. This helps to ensure that most children talk about their rights confidently. Staff should continue to build on this positive progress to embed children's rights.

- A range of partners support the wellbeing of children and their families effectively. Staff liaise closely with partner agencies to support individual children and families, and address identified issues. Partners secure positive outcomes for children and enhance children's learning in aspects of health and wellbeing. For example, children and their parents cook together during 'Nourish and Flourish' sessions in the school cooking classroom. Children use confidently a range of kitchen utensils and identify healthy ingredients they can use to make a variety of foods. They develop their skills in teamwork and cooperation through turn taking in a highly engaging social setting with their families. Children work successfully with a local school as part of the 'Double Digits Survival Guide' project. They learn about the risks associated with cyberbullying and ways to keep safe in their local community. Children recognise how to stay safe online and have built their confidence around this topic as a result of this work.
- All teachers use a progressive health and wellbeing planner to support the planning of learning and teaching within health and wellbeing. A few teachers are also trialling a local authority progressive planning format for health and wellbeing. This is helping to ensure children have breadth and depth across their learning. It is also helping to build positive relationships between staff and children. Staff also promote wellbeing through activities such as Health Week. There is scope for staff to develop further aspects of the health and wellbeing curriculum which reflects the current context of the school and meets the needs of all children.
- All staff have a strong understanding of their responsibilities and statutory duties in relation to children's wellbeing, equality and inclusion. Through annual mandatory training, all staff are familiar with child protection guidelines, in line with national guidance. They have a clear understanding of their role and are proactive in identifying and addressing any child protection concerns that arise.
- Senior leaders have put in place a range of interventions to support children with their literacy, numeracy and wellbeing. Staff and partners deliver these through small group sessions and individual supports. They effectively use well planned targets for individuals and groups to evidence children's progress. This includes planning for a range of resources to support children. For example, the use of assistive technology tools. As a result, most children make good progress against their own personal targets. Senior leaders should now look to ensure they evaluate regularly the impact of these interventions to ensure they are improving outcomes for children.
- Children are developing well their understanding of diversity. Staff work with children to identify engaging ways to explore this further. For example, through a whole school enquiry-based learning project focused on diversity and inclusion. All children explored and celebrated differences in a planned and progressive way, through reading and discussing a carefully chosen text. Children researched a range of differences such as dyslexia and autism.

They raised awareness of these by presenting their findings to the rest of the school during assemblies. Almost all children agree that their school is helping them to understand and respect other people. As a next step, staff should look at ways to further develop equality and diversity across the curriculum. This should support all children to experience their own lives and backgrounds being celebrated, and to learn more about each other.

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

- Overall, attainment across the school in literacy and numeracy is good. Most children in P1, P4 and P7 achieve expected CfE levels in listening and talking. Most children in P4 and P7 and the majority of children P1, achieve expected levels in reading. The majority of children in P1, P4 and P7 achieve expected levels in writing. Most children in P4 and P7 and the majority of children in P1, achieve expected levels in numeracy.
- Most children who require additional support with their learning make good progress towards their individual targets.

Attainment in literacy and English

- Overall, children make good progress in literacy and English. Across the school, a few children would benefit from increased challenge.

Listening and talking

- At early level, most children hear and say different single sounds made by letters. They need to further build their skills in generating a rhyming word from a given word. At first level, most children identify and apply a few techniques to listen and respond appropriately to others in a respectful way. For example, children make appropriate eye contact and nod to show their agreement. They would benefit from the opportunities to present to peers on a subject of their choice. At second level, most children contribute relevant ideas, information and opinions when talking with others. They show respect for the views of others and offer their own viewpoint. Children would benefit from continued opportunities to develop their debating skills.

Reading

- At early level, the majority of children engage with texts read to them and contribute to discussions about events and characters in a text. They should now develop their skills in using punctuation clues when reading aloud. At first level, most children read aloud familiar and unfamiliar texts, and the majority of children add expression when reading. They would benefit from exploring a wider range of authors and to explain preferences for particular texts and authors. At second level, most children make and organise notes using their own words and use them to create new texts to show understanding. Children would benefit from further study of an increased range of genres of books including non-fiction. Staff and children are well-placed to review the range of non-fiction texts in class libraries as they take forward their reading for enjoyment strategy.

Writing

- At early level, the majority of children write words from left to right and are increasingly leaving a space between words when writing. Children should be further encouraged to use a capital letter and full stop in at least one sentence. At first level, the majority of children create their own texts, such as stories, poems and fact files, with recognisable features of genre. They would benefit from regular reminders to check their writing to make sure it is presented in a clear and legible manner. At second level, the majority of children organise their writing in a logical way. Children should continue to be provided with more opportunities to create a range of short and extended texts for different purposes.

Attainment in numeracy and mathematics

- Overall, children make good progress in numeracy and mathematics. Across the school, a few children would benefit from increased challenge.

Number, money and measure

- At early level, the majority of children count on and back in sequence up to 30 recognising the number before and after. They are beginning to subtract within 20 and recognise the mathematical symbols for addition, subtraction and equals to. Children recall with accuracy the days of the week and months of the year but are less confident reading time to o'clock. At first level most children round three-digit numbers to the nearest ten accurately but are less confident in rounding numbers to the nearest 100. Children need further reinforcement of multiplication and division calculations. At second level, most children identify tenths and hundredths accurately in decimal numbers and convert fractions to decimals and percentages with increasing confidence. Children recognise the importance of budgeting and know the difference between credit and debit cards.

Shape, position and movement

- At early level, the majority of children recognise and describe some of the properties of simple two-dimensional (2 D) shapes such as square and triangle. At first level, most children describe, name and identify a wide range of 2D shapes and three-dimensional (3D) objects. Children identify the position of an object accurately on a grid. At second level, most children have a firm understanding of the properties of regular and irregular 2D shapes. They would benefit from practical tasks to develop their understanding of the relationship between 3D objects and their nets. Children describe well a range of angles such as acute or obtuse. A next step is to develop their understanding of complementary and supplementary angles.

Information handling

- At early level, the majority of children use their knowledge of colour and shape to match and sort items in a variety of different ways. At first level, most children collect information in a survey and sort information in a logical way. Children answer questions accurately to interpret information from simple bar graphs. At second level most children gather, sort and display information well in graphs and pie charts. Across the school, children need more regular opportunities to apply their knowledge of information handling in different contexts.

Attainment over time

- Senior leaders identify that previous attainment data over time is not based on reliable assessment evidence. The headteacher has worked with staff to increase confidence in using a wider range of data to support professional judgements. She has introduced a robust system to track the progress of all children and identify those who require support and challenge. Staff

feel this approach has increased their confidence in making professional judgements. Going forward, staff should continue to engage in moderation and robust interrogation of data. This should ensure attainment data is reliable and will support improvement priorities to be identified and interventions accurately measured.

- Senior leaders are in the early stages of developing appropriate systems to gather information on the progress of children not achieving expected levels. This should support them to develop a deeper understanding of the progress of all children. Senior leaders recognise a next step is to provide further challenge for children who are capable of making faster progress.
- The headteacher monitors children's attendance robustly. In June 2025, the school average was 93.3%, which is above the local and national average. This average is an increase of 2% from June 2024. Short term illness and term time holidays are the main reasons for absence. A minority of children have attendance below 90%. This has decreased over the past two sessions. Senior leaders support children and their families who have patterns of absence in bespoke ways. This is having a positive impact on children's attendance.

Overall quality of learners' achievements

- Almost all children feel they have the opportunity to discuss their out of school achievements with an adult. Children are proud of their wider achievements. Staff celebrate and share these successfully during assembly, on wall displays and on a digital platform. Senior leaders have developed a tracking system to record all children's wider achievement. This ensures children at risk of missing out are identified and supported. Most children feel that their school is supporting them to become more confident.
- Almost all children feel the school offers them the opportunity to take part in activities in school beyond the classroom and timetabled day. School staff, partners and parent volunteers support a wide range of clubs. These include netball, football, construction, yoga and a running club. Young leaders provide a lunchtime dancing club. Digital leaders support a school coding club. Children are proud to represent their school through football and netball teams, at cross country events and a local dance festival. These opportunities build children's confidence well through developing their social, teamwork and sporting skills.
- Children value the wide range of leadership roles they are afforded such as rights ambassadors, house captains and literacy legends. Each leadership group develops termly goals which impact positively on the school and children's leadership and organisational skills. The digital leaders played a key role in the awarding of a national digital accreditation to the school. Children are developing as responsible citizens and effective contributors through this successful approach.

Equity for all learners

- The headteacher consults with the Parent Council and wider school community on plans for the allocation of PEF. Going forward, the headteacher should further develop staff consultation on the allocation of PEF. This session, senior leaders use PEF to enhance staffing to support interventions in literacy, numeracy and health and wellbeing. Currently, these interventions are at too early a stage to assess their impact for children. As senior leaders develop approaches to interventions they should identify clearly how planned interventions will be measured towards accelerating children's progress.

- School staff have a strong commitment to equity for all children. The headteacher and staff are aware of the socio-economic context of their school community. They know their children and families well and support them sensitively. For example, community partners provide information to parents and carers on financial education at parents' evenings. The Parent Council provides support towards the cost of the school day subsidising the cost of school trips. Children have access to a daily breakfast club before school each morning. Rights ambassadors have created a sustainable school uniform initiative to support children and families. Staff discretely support children to access Halloween costumes and winter jackets should they need these. This variety of approaches ensure that all children experience equity in accessing all aspects of education.

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.