

Summarised inspection findings

Harrysmuir Primary School

West Lothian Council

20 January 2026

Key contextual information

Harrysmuir Primary School is a non-denominational primary school serving the Livingston area of West Lothian. Across the school, 53% of the school roll reside in Scottish Index of Multiple Deprivation (SIMD) 1 and 2, all other children reside in SIMD 3 and 4. The current roll is 333 children across 14 classes. Senior leaders report that 25% of children require additional support with their learning. Thirteen percent of children have English as an additional language.

The leadership team comprises the headteacher, depute headteacher and principal teacher. The headteacher has been in post for one year and the depute headteacher took up post in August 2025. The school has had a number of changes in the senior leadership team in the last few years which has impacted the overall pace of change.

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 provides strong and effective leadership. She leads the school community well with a clear focus on raising the aspirations and outcomes for all learners. She works closely with the depute headteacher and principal teacher, who each carry out their roles effectively, to deliver their shared vision for the school. Together, they have created a positive, caring environment based on children’s rights. As a result, children, staff, and parents feel valued and included. Stakeholders speak highly of the leadership team’s approach and appreciate the emphasis on wellbeing and relationships as the basis for improving outcomes.
- The headteacher has engaged a wide range of stakeholders to help refresh the school’s values, ensuring they reflect the school’s context. Senior leaders’ introduction of ‘Values Days’ provide meaningful opportunities for stakeholders to reflect on what the values mean in practice. They help to evaluate how well the values underpin the work of the school. This has led to a strong, shared understanding of the importance of the values and their role in shaping the school’s culture. The values of respect, kindness, resilience, and ambition are becoming embedded across the school. Children and staff demonstrate these values well through positive interactions in class and during wider school activities.
- The headteacher plays a key role in leading and directing school improvement. She maintains a clear focus on raising ambition and attainment. She has been successful in creating an inclusive and supportive environment, where all stakeholders contribute to improving the school. Senior leaders ensure that improvement planning and quality assurance activities involve a wide range of stakeholders, and these are beginning to successfully foster a culture of continuous

improvement. Senior leaders increasingly focus on evaluating the impact of actions taken. This is helping staff to identify what is working well and the next steps required.

- The school improvement plan prioritises raising attainment and improving wellbeing. This session, the whole school focus on writing is beginning to show measurable improvements in children's outcomes. Senior leaders have strategically led this development using robust data to inform teachers planning. Targeted professional learning has strengthened teachers' understanding of effective pedagogy in writing. This is enabling them to plan and deliver learning in a progressive and coherent way. Quality assurance activities, including classroom observations, professional dialogue, and sampling of children's work, provide senior leaders with evidence of improved quality and consistency in writing across the school. Staff articulate the improvement journey confidently, and children and parents increasingly recognise the link between this focus on writing and improved outcomes. As a next step, the headteacher should lead a review of the current approaches to developing the Learning and Teaching Toolkit. As part of this work, the headteacher should continue to ensure that any agreed changes are implemented and monitored on a regular basis. Doing so will help embed approaches and manage the pace of change effectively, ensuring that all children receive high-quality learning and teaching to further improve their outcomes.
- All teachers engage in meaningful annual professional review and development meetings with senior leaders. Teachers value these opportunities to reflect on their practice and discuss development needs. These meetings are beginning to support teachers to evaluate their work against national standards and expectations, building their confidence in identifying strengths and areas for improvement. Senior leaders should continue to use these meetings to help teachers understand the impact of their work on school improvement and outcomes for learners.
- Children contribute effectively to the life and work of the school through activities such as 'Question of the Week' at assemblies. A minority of children have more formal leadership opportunities through groups such as the Pupil Council and science, technology, engineering, mathematics (STEM) ambassadors. Children are increasingly confident in articulating how their views are sought, valued, and acted upon. For example, Eco Committee and Hedgehog Ambassadors have developed their knowledge and citizenship skills through local conservation activities. These achievements have been recognised through external accreditation. The school should continue to ensure that all children have meaningful opportunities to contribute to school life. They should be supported to understand the leadership and life skills gained through their participation in these activities.
- Senior leaders work well with the Parent Council to promote positive relationships and provide support to families. The Parent Council contributes well to fundraising and community activities, enhancing opportunities for children. The wider parent body engages in whole-school events and is beginning to have a voice in reviewing school activities. Senior leaders should build on this progress by strengthening parents' involvement in decision-making. They should support parents to understand how their contributions lead to improved outcomes for learners.
- The headteacher has established a positive culture of learning where staff feel empowered to lead improvements and develop their skills. Staff speak positively about the relevance and range of professional learning opportunities available. Senior leaders provide regular time for collaborative professional learning, which is improving staff's confidence and practice. A few

staff engage effectively with partners beyond the school to enhance their knowledge and skills. Senior leaders should continue to monitor the impact of professional learning to ensure it aligns with school improvement priorities. For example, staff should ensure that professional learning improves the quality of learning and teaching and leads to improved outcomes for children.

- Senior leaders deploy staff effectively to support children requiring additional help with their learning. Support for learning teachers and support staff are increasingly becoming skilled in planning and delivering targeted interventions, reducing barriers to learning, and raising attainment for identified children. Senior leaders should continue to monitor the deployment of support staff to ensure all interventions lead to improved outcome for learners.
- The Pupil Equity Fund (PEF) is used well to provide targeted interventions in wellbeing, literacy, and curriculum enrichment. Children benefit from planned PEF-funded activities which improve their wellbeing and learning. Senior leaders should continue to review processes for planning and measuring the impact of PEF to ensure it accelerates progress for children affected by poverty. Greater consultation with parents and staff is needed to strengthen future PEF allocation plans.

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Across the school, children benefit from learning in a calm, nurturing and purposeful environment. Staff work well together, prioritising children's wellbeing. They ensure that children's learning is underpinned by school values. Relationships amongst staff and children, and between almost all children are positive. Older children are good role models who help younger children well in classes as learning partners, and also when playing outside.
- Across the school, children behave well when learning. Most children have a positive attitude towards this. They are supported well to manage their emotions, which helps them engage and focus in their learning. Across the school, children support each other when they have difficulties with their learning. They know how to seek out help, including from trusted adults. At times, a few children who require additional support display episodes of challenging behaviour. Staff use bespoke strategies well for these children to help them to re-engage in their learning, both in class and in flexible nurture spaces across the school. As a result, children are learning to develop resilience, understand and manage better their emotions, allowing them to return more quickly to focused learning.
- Almost all teachers plan children's learning in attractive, well organised and suitably resourced spaces where children's work is valued and celebrated. In most lessons, teachers provide clear and helpful instructions which supports children's learning. In a few examples, teachers share the purpose of learning with children. They involve children well in co-creating steps to success. This helps children explain with confidence what they are learning and strategies they use to support them to be successful.
- Teachers are beginning to improve their questioning skills. In most lessons, teachers use questioning well to support children's understanding of key learning concepts. Where teachers use skilled questioning effectively, children's learning is enhanced and extended. Staff should continue to improve their approaches and embed these consistently across the school.
- Senior leaders are working well with teachers to ensure more consistent, high-quality learning and teaching. Staff are beginning to agree shared standards and expectations through developing a 'learning, teaching and assessment toolkit.' As planned, together with staff, senior leaders should continue to streamline key documents into a clearer learning, teaching and assessment framework. This has the potential to support staff to develop a shared and consistent understanding of high-quality learning and teaching.
- Teachers plan a balance of suitable independent, paired and group work which enables children to be active and lead aspects of their learning. Most children enjoy working with peers,

in small groups and in pairs. They work collaboratively and successfully together. In most lessons, children's learning is appropriately challenging and matched well to their needs, and almost all engage purposefully. A few children require more challenge in their learning. Teachers should plan learning experiences which challenge all children in all lessons. As teachers embed more consistent approaches, they should ensure that learning time is maximised for all children to enable them to make the best possible progress.

- Staff are beginning to develop suitable play-based approaches to learning at the early level. Increasingly, staff are beginning to use an appropriate balance of both adult-led and child-led experiences. As a result, children are developing socially, creatively and becoming increasingly independent and responsible for their learning. Teachers are developing their observation skills well to identify next steps and respond to individual children's needs. As planned, staff should continue to build on this approach. They should extend play pedagogy in a planned and progressive way across the school. They should continue to engage with national guidance to help them support children to build progressively on their skills and experiences.
- In the majority of lessons, teachers use various digital tools and resources well which enhance how children learn. For example, children use interactive boards, tablets and commercially produced games and software which enhance their learning. As a result, children engage well with these resources in different aspects of their learning. A few children who require support with learning use assistive technology appropriately to access various learning tasks and activities. Senior leaders should continue to ensure all teachers use digital learning consistently to support children with additional learning needs. This should enable all children to access their learning as they move throughout the school.
- Almost all teachers offer helpful feedback to children to identify their strengths and next steps in learning. Across the school, teachers are beginning to support children well in assessing their own progress and setting individual targets in literacy. This is most notable in the learning and teaching of writing. All teachers have engaged fully in professional learning in teaching writing and have developed a well-judged approach across the school. This is helping them to deliver a consistent approach to learning, teaching and assessing children's writing skills. As a result, most children are developing confidence in learning and developing their writing and know how to improve. As a next step, teachers should apply similar arrangements for teaching other aspects of children's learning.
- Teachers plan children's learning well, including across different timescales. Children share what they already know and what they want to know more about with teachers. Senior leaders meet staff regularly, including at termly 'equity and excellence' meetings where they discuss children's learning and progress. They use information from these meetings well to plan next steps for children's learning in literacy and numeracy including those who require additional support. As a next step, teachers should plan and review children's learning and progress in all curricular areas.
- The headteacher has introduced recently a useful whole school assessment calendar to help improve children's learning and the quality of teaching. Teachers plan a range of helpful assessments in literacy, numeracy and health and wellbeing which supports appropriately their professional judgements of children's learning and progress. The headteacher should now support teachers to use quality assessments to support children to demonstrate their learning in new and unfamiliar contexts. Teachers' increasing involvement in collaborative and moderation activities in school and within the local cluster is helping their professional

judgements to become robust. Evidence from standardised assessments and national Benchmarks is supporting teachers' judgements on children's achievement of Curriculum for Excellence (CFE) levels. As planned, teachers should continue to develop their systems for moderating children's learning to support their shared understanding of national standards.

2.2 Curriculum: Learning pathways

- All teachers use local authority progressive learning pathways well to plan experiences and to track progress in literacy, numeracy and health and wellbeing. This ensures that planning builds more consistently on prior learning. Teachers are beginning to more consistently use progression pathways across all other areas of the curriculum. Teachers are not yet using these pathways to track children's progress. Senior leaders should continue to support staff to use progressive pathways to track children's progress across all curricular areas. They should ensure that all children's learning builds on prior learning. A next step is to help children to make the best possible progress in their learning across the curriculum.
- Teachers plan learning using CfE experiences and outcomes from different areas of the curriculum to provide meaningful and engaging experiences for children. Senior leaders and staff have rightly identified the need for a consistent approach that connects learning across subjects. This will help ensure children access experiences and outcomes with appropriate breadth and depth and receive their full curriculum entitlement.
- A few children experience high quality outdoor learning and play based learning. Staff are not yet using progressive pathways consistently to support the delivery of outdoor learning or play. Senior leaders recognise the need to embed outdoor and play-based learning pathways. This has the potential to help all children to benefit from progressive experiences which build on prior learning in these areas.
- Overall, children experience two hours of high-quality physical education each week. Children also benefit from opportunities provided by partners, including the Active Schools coordinator and senior pupils from the associated secondary school. These experiences are helping to develop children's fitness and their enjoyment in sport.
- In all classes, children receive their entitlement to the national '1+2' language curriculum. Teachers plan progressive learning from P1 to P7 in French. Children from P5 to P7 are beginning to learn Spanish through planned blocks of teaching throughout the session.
- Across the school, children access a broad and balanced religious and moral education (RME) programme which helps them to explore aspects of Christianity and other world religions. Children visit the local church to enhance their learning and benefit from visits each session from the local chaplain. Children explore values and aspects of the United Nations Convention on the Rights of the Child (UNCRC) through RME sessions in class and during assemblies.
- Children are at the early stages of recognising and discussing the skills they are developing in their learning. Staff are now well placed to begin tracking the skills children are developing across the curriculum, through leadership roles and through their wider achievements.
- Staff, supported effectively by the book ambassador group, have created a culture of reading for enjoyment across the school. Children have access to an attractive and well stocked library, which includes a range of books that celebrate diversity. The school's work in this area was recognised externally through gaining a national reading award.

2.7 Partnerships: Impact on learners – parental engagement

- Senior leaders have recently introduced a range of effective family engagement sessions. Shared reading sessions and a 'learning breakfast' provide helpful opportunities for families to join their child and find out what their child is learning about in class. Well attended parental events such as 'values days' and parents evenings further provide parents with helpful opportunities to find out how well their child is progressing in their learning and wellbeing. In addition, these events provide helpful support to parents on how they can support their child at home. Parents are increasingly sharing their thoughts and ideas at these events. This is helping senior leaders to evaluate more fully the effectiveness of the school's parental engagement strategies and how they can improve this further.
- Parents value the work of senior leaders and staff, in particular how they have strengthened the nurturing and inclusive ethos of the school. Most parents find senior leaders visible and accessible. They feel increasingly confident in approaching the school if they have any worries and concerns. They feel staff are respectful in their approaches to providing support and advice and provide signposting to wider services to enhance the offer of support further.
- School staff make effective use of digital technology to communicate with families. Staff keep families up to date with learning and events through regular class social media posts and termly newsletters. Senior leaders have recently introduced 'talking newsletters' to share school information about children's learning in more accessible formats. This is helping to ensure all families can access information about the life and work of the school in a range of formats to best meet their needs.
- The Parent Council has an active role in fundraising for the school. They work effectively with the school to support important events such as the prom and school trips. This is ensuring that all children benefit fully from important school experiences. As a next step, senior leaders should continue to find ways to include parents more fully in evaluating the work 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

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

- All staff know children and families well and understand the context of their school community. They create a nurturing and inclusive environment, underpinned by the school values and 'Promoting Positive Relationships' policy. Informed by their professional learning in trauma informed practice, staff build trusting, caring and positive relationships with children and families. As a result, most children understand and demonstrate the school values successfully. They behave well and interact positively with each other in class and in the playground. Most children enjoy school and feel respected by staff. A few children do not feel that other children treat them with respect. Senior leaders facilitate restorative conversations when incidents occur, which develops well children's understanding of others and resilience as they resolve issues and repair relationships. Senior leaders also recently shared a bullying definition with children and families. Senior leaders have rightly acknowledged the need to embed further the school values. This should help to ensure all children feel respected by others. They should keep working with staff, children, and families to ensure a shared understanding of bullying, and measures to prevent and address concerns which anyone might have.
- Children are developing a good understanding of their rights. In all classes, children have contributed to the development of class charters to promote inclusion and respect. Most children in the upper school, and the majority in the lower school, can name a few rights and link these to their lives, giving examples. Staff should continue to help children understand all rights. This should help children to understand the important role these play in shaping their experiences and their relationships with others. It should help them understand more fully how their rights are relevant to their learning and life.
- Most children have a good understanding of the wellbeing indicators and refer successfully to these to evaluate their emotions. Senior leaders and teachers use this information well, alongside other assessment information, to plan and provide appropriate support. For example, senior leaders and staff facilitate a targeted check-in with a few children on a daily basis. This allows children to discuss how they are feeling and learn how they can link their feelings and emotions to better understand their own wellbeing. Senior leaders track children's emotions over time to determine patterns or trends. As a result, senior leaders have identified that more children now feel safe and respected in school.
- Across the school, most children make good progress in health and wellbeing. Children benefit from a progressive health and wellbeing curriculum, supported well by a range of partners. For example, the Active Schools coordinator and senior pupils support breakfast fitness clubs and lead sporting activities and sessions across the school. As a result, children's fitness levels are

improving, and they are developing skills, techniques and tactics to improve their physical performance. Children benefit from a range of opportunities, alongside high-quality PE lessons, to be active. For example, they participate in a range of leadership opportunities, attend a variety of clubs, benefit from a sports week and enjoy the annual children versus staff football match. As a result of these experiences, children are developing teamwork skills and have the opportunity to demonstrate their skills in different contexts. Senior leaders are well placed to begin to target more effectively children who are not involved in leadership groups or attending any clubs. This should help to ensure that all children have opportunities to experience success and participate in physical activity.

- Senior leaders engage effectively with statutory requirements and codes of practice to meet the needs of almost all children. They meet regularly with parents and carers and relevant partners to develop detailed plans to ensure children's wellbeing is supported effectively. Senior leaders and staff uphold the principles of Getting it Right for Every Child. They work well with staff and other agencies which results in children having their needs well planned for and overall, they experience improved outcomes.
- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. Minor areas for improvement have been agreed with the school and the school meals provider.
- Almost all children have full-time timetables in place that provide them with at least 25 hours of learning across the school week. A few children are on part-time timetables which are reviewed regularly and are helping to ensure their time in school is positive. Senior leaders work well with parents, carers and relevant partner agencies to support children's resilience and regulation with a plan to re-engage them in the life of the school. Senior leaders should continue to review the interventions in place for these children to ensure they are improving their attendance. The school has recorded a few episodes of exclusion in the last few years. Senior leaders should continue to monitor children at risk of exclusion and continue to provide targeted interventions to reduce levels of exclusion further, where possible.
- Senior leaders and staff ensure that almost all children are fully included in school. Almost all children participate in learning with their class. A minority of children receive targeted wellbeing interventions on an individualised basis or small group setting across the week. These interventions are delivered by staff through individualised education programs (IEPs) and wellbeing assessments, appropriately aligned with their needs. For example, children access supportive spaces such as the 'Nurture Nest', lunch club and also work through a progressive skills-based program to understand better their emotions and develop strategies to help them express their thoughts and emotions using improved emotional vocabulary. These learners have clear plans that are reviewed regularly with key staff, partners and families. Partners speak with pride about the role they play in supporting children. These strong partnerships are supporting most children to manage better their emotions and improve their engagement in learning. As a next step, senior leaders should support staff to develop IEPs with a clearer focus on reducing the barriers children face in their learning. This should help staff to evidence more clearly the holistic progress individual children are making over time. Senior leaders should also ensure that they capture more consistently the views of children in additional support plans.

This should help children to have a better understanding of the support they receive and how they can be successful.

- Staff have developed effective transition arrangements at all stages. Children joining P1 are supported well by opportunities to visit the school and to meet staff and their P7 buddies. This helps them to settle well into the school environment. A well-established stage-to-stage transition programme supports children to make positive transitions each session. For example, during 'move around afternoon', children work collaboratively with a participatory budget to order resources for their new classroom. Staff plan activities well, along with bespoke arrangements for those who require this, for children moving onto secondary school. This helps most children at P7 to feel prepared for, and excited about, the new school session.
- Children learn about sustainability and global citizenship during lessons, assemblies and through roles such as 'Hedgehog Ambassadors'. Staff provide effective opportunities for children to explore diversity, inclusion and discrimination. This focus is enhanced by a range of engaging books in the school library which celebrate diversity and are representative of the school community. This is supporting children to understand that everyone is unique and helps them to demonstrate respect for all. Staff should continue to help children develop a deeper understanding of all protected characteristics and continue to empower children to challenge discrimination in all forms.

3.2 Raising attainment and achievement

satisfactory

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

- The majority of children are achieving expected national standards in literacy and numeracy. A minority of children could be achieving more and could be making better progress in literacy and numeracy. Those children who have additional support needs make appropriate progress towards personal targets. Overall, across the school, children's progress in literacy and numeracy is satisfactory.

Attainment in literacy and English

- The majority of children at early and second levels, and most at first level, make satisfactory progress from prior levels of attainment in listening, talking, reading and writing.

Listening and talking

- A majority of children listen well at early, first and second levels. Most engage well in class and small group discussions. At the early stages, most children listen well to stories and enjoy discussing these. At first level, most are keen to share information and personal interests. At the upper stages, children are becoming increasingly confident when presenting information to others. Across the school, a few children do not always listen well when others are speaking. A few children need support to continue to develop their skills when speaking to larger groups.

Reading

- Across the school, and at all levels, most children are developing their reading skills appropriately for various purposes, including research using digital technology. At the early stages, most children recognise different letters. They use illustrations and prompts appropriately to help them understand words in books and 'read' stories. At first and second levels, increasing numbers of children are improving as readers. They know a few features of fiction and non-fiction texts. The majority of children know various genres. At first and second levels, children need to express themselves more and improve their fluency when reading aloud to hold the listeners' attention. At all levels, children need support to continue to improve their reading skills.

Writing

- At early level, most children are developing their writing skills well and 'have a go' at using these for different purposes. A few children enjoy being 'authors' and use their skills to write cards, books and lists. At early level, a few children use capital letters and full stops with accuracy. They illustrate their writing and drawing with improving skills across the curriculum with increased confidence. At first level and second levels, the majority of children write well for different purposes. They use grammar and punctuation appropriately to organise and

enhance their work. At second level, children write well with peers including for extended pieces. The majority use sub-headings and paragraphs appropriately to make specific points. By P7, children use digital technology to draft and edit aspects of writing using feedback to improve their work. At all levels, children need encouragement to continue to improve how they present their writing, in particular, standards of handwriting, spelling and punctuation.

Numeracy and mathematics

- Overall, the majority of children make satisfactory progress from prior levels of attainment in numeracy and mathematics. Children who have additional support needs are making good progress towards meeting personal targets.

Number, money and measure

- At early level, almost all children recall number sequences to 10 well with a few extending this to 20. Most children recognise accurately all coins to £2. At first level, almost all children identify correctly the value of each digit in whole numbers with three digits. A few apply number skills appropriately to calculate change from a total spend. Children are not yet able to identify accurately aspects of time. Children at early and first levels need further experience to develop their learning in real life contexts to allow them to better understand the relevance of numeracy in their lives. At second level, most children identify confidently multiples and factors of whole numbers. Most children are beginning to develop skills in solving relevant number problems. Across the stages, children are less confident in mental agility and need more practice to develop and apply their numeracy skills.

Shape, position and movement

- At early level, almost all children describe accurately the properties of a range of two-dimensional shapes. They investigate and describe properties confidently through their play. At first level, most children identify correctly a range of simple two-dimensional shapes and three-dimensional objects. They need support to extend their use of mathematical language to describe the properties of a range of common shapes and objects. At second level, a few children calculate area, perimeter and volume of an object with confidence. A few children need support to develop their understanding of the properties of a wider range of shapes.

Information handling

- Almost all children at early level are confident when sorting objects into different categories and explaining their reasoning. At first level, the majority of children extract key information well from various data sets. At first and second levels, children need increased opportunity to develop their information handling skills. At second level, a few can ably draw conclusions from a variety of data. Most children at second level need support to collate and analyse data more confidently.

Attendance

- Children's attendance is below the national average. Children know that good attendance helps improve their attainment and achievement through staff sharing this in classes and at assemblies. Staff engage partners where appropriate and are able to evidence a small increased improvement in the attendance of a few children whose attendance has fallen below acceptable levels, and where targeted interventions have been put in place. Despite this, a small group of children have consistently poor attendance. Staff should continue to plan actions to address this, and continue to work with partners to improve further the attendance of particular children to address attendance issues.

Attainment over time

- Overall, attainment over time is satisfactory and there is capacity for improvement. Attainment in literacy and numeracy shows improvement from previous years but is lower than the national averages. Over the past year, senior leaders have introduced equity and excellence meetings to support teachers to have a greater focus on raising attainment. As a result, increasing numbers of children have improved attainment in all aspects of literacy and numeracy. Most children are now making positive progress in listening and talking and writing. However, across the school more children are capable of making better progress in literacy and numeracy.
- Senior leaders should continue to support staff to improve their analysis of assessment information over time to plan appropriate interventions to accelerate children's progress. Teachers should have a clearer focus on evidencing how they are measuring and improving children's progress. Data about children's attainment over time in curricular areas beyond literacy and numeracy is not yet available. Senior leaders recognise the need to develop effective systems to address this.
- Most children who have additional support needs achieve personal targets in literacy and numeracy. Senior leaders should continue to strengthen targets within IEPs to ensure they more clearly focus on the barriers children face and how staff will reduce these through planned learning. This will help to ensure all children requiring additional support can see more clearly the progress they are making in their learning and development.

Overall quality of learners' achievements

- Across the school, children are developing a range of skills through various achievements. Staff celebrate children's successes in school and increasingly outside of school, through assemblies, and the 'Magic Moments Wall.' Children are proud of both their individual and accredited whole-school achievements. Examples include national recognition from various organisations such as Rights Respecting Schools, Eco Schools Scotland and Young Dukes. A minority of children are developing important skills through engaging in various STEM achievements. Children are also developing various skills as house and vice captains, as reading, language and health and wellbeing ambassadors. Children enjoy developing skills in performing through drama and the 'Glee Club'. Increasing numbers of children throughout the school are growing in confidence and developing key life skills. These include resilience, perseverance, citizenship and being team members. Across the school, children need to be supported to identify the different skills they gain through their achievements and how these link to life and the world of work.
- Senior leaders recognise the need to expand existing systems to have a clearer overview of children's involvement in wider achievements and the skills they gain. This will support staff to ensure equity and equality in personal achievement for all children.

Equity for all learners

- Staff's interventions are helping remove barriers which children and families face. As a result, children's attainment in literacy, numeracy and health and wellbeing is improving for targeted groups of learners. In particular, children's resilience and writing skills are improving as a result of staff's focused support. The attainment gap is reducing at first and second levels. Most children receiving support through PEF are on track to achieve expected levels of attainment in literacy and numeracy by June 2026, or personal achievement targets. Further intervention continues to be needed for identified children to help to continue to improve their progress.

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.