

Summarised inspection findings

Glenbervie School

Aberdeenshire Council

23 September 2025

Key contextual information

Glenbervie Primary School is a small, rural and non-denominational school situated in Aberdeenshire Council. It serves the village and wider locale of Drumlithie.

The school roll is 61 children arranged across three classes. The roll has been falling over the past few sessions. The headteacher has been in post since August 2023 and has a 0.4 full-time equivalent (FTE) teaching commitment. There are three FTE teaching staff and a support for learning teacher who supports children for two days per week.

Almost all children live in Scottish Index of Multiple Deprivation (SIMD) decile eight with the remainder residing in deciles seven and nine. In September 2023, 38% of children required additional support with their learning. Exclusions are very low and substantially below the national average.

Over the past few sessions, there have been a significant number of staff changes.

1.3 Leadership of change	satisfactory
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	

- Staff and most children understand the vision of 'grow, progress, and succeed'. The values of 'responsibility, kindness, honesty, and respect' are evident in most classroom interactions. Staff use the values well to develop a highly positive ethos and a calm learning environment. This leads to children being kind and caring towards others. Children are proud of their school and are very welcoming to visitors. Children, staff, parents and community partners had a significant input in reviewing the vision and values. Staff ensure the vision and values have high prominence, promoting them well in classes and assemblies. Children captured the vision and values effectively by devising a creative school song through a successful collaboration with a music partnership. As a result of these approaches, the vision and values are embedded and well understood across the school.
- The headteacher is highly regarded across the school community. She has an open and proactive approach which is greatly valued by children, staff and most parents. The headteacher supports effectively children, staff and the wider community. She has prioritised developing a culture of leadership at all levels. The headteacher is beginning to refine the process of developing improvement actions, ensuring these align with national and local guidance, and increasingly informed by research. Staff now need to increase the pace of making improvements. All staff and most parents agree the school is well led and managed. The headteacher needs to offer greater levels of challenge to staff to support improvement. This is particularly important to provide more high-quality learning experiences that meet all learners' needs.

- Across the last five years, school improvement priorities have focused on developing effectively the approaches to support children's emotional and mental wellbeing. The headteacher has refined staff's approaches to teaching literacy, with a particular focus on writing. However, changes in leadership and staffing have impacted on the pace of progress and hampered continuous improvement. This has led to a fragmented journey of school improvement, with many aspects of planned change not fully embedded.
- The headteacher is refining the development of the school improvement plan (SIP) so that this is clearer with a more detailed focus on key priorities. Staff demonstrate knowledge of current improvement priorities and children are supported to understand these by creating their own version of the SIP. There have been initiatives and activities undertaken over the past few sessions that have not been embedded or connected to the overall SIP. The current SIP does not contain the key actions required to improve learning and teaching. The headteacher acknowledges the need to streamline the school improvement process and ensure that the school community is clear in what they are trying to achieve through implementing change. The SIP needs to be better informed by robust self-evaluation and contain more specific outcomes that are clearly focused on improving learners' experiences.
- Children's views are valued and captured regularly through assemblies and the work of the children's council. Staff and parent views are sought through a range of approaches. There are a few aspects of school improvement, such as the recent review of the positive relationships policy, where parent views have influenced change and improved communication. Children, parents and staff are less clear in how their views lead to school improvement. Staff should continue to develop approaches for sharing with children and parents how their views have influenced change. Children and parents should have a greater role in devising priorities, such as developing the plan to allocate the Pupil Equity Fund (PEF).
- The headteacher is developing a culture of leadership at all levels. As a result, staff work well collaboratively, and most staff enjoy having leadership roles across the school. This includes staff leading on aspects of improving learning and teaching, outdoor learning, developing policies, and ensuring wellbeing. This has increased opportunities for children to learn outdoors in a range of contexts and improve how they support peers. Older children are positive about their leadership roles within the school. This includes them being members of the children's council and house captains who work on aspects of improvement. Children have led in aspects of promoting the SIP and school values, so that these are known across the school. A group of older children, the 'young leaders', support thoughtfully their younger peers in the playground, helping to maintain a positive environment. Staff should continue to build on this work by widening the scope of how children help to lead a greater range of school improvement actions.
- Children and staff use evaluation frameworks such as How Good is Our School? 4th edition and How Good is OUR School? to reflect on self-evaluation questions. Staff use a well-established quality assurance calendar to undertake a range of evaluation activities. This includes surveys, learning observations and monitoring children's work. Staff are beginning to use this information to consider aspects of planning and improvement. It is not yet clear how these activities inform the standards and quality report. There is a need for staff to review how they evaluate the progress of improvement actions and how this feeds back into the improvement cycle. Members of the school community are not always clear about the rationale for change. The headteacher is well-placed to condense and streamline the quality assurance process to align more closely with school improvement planning. All staff need to develop their understanding of high quality self-evaluation and how to use this to inform change. Staff need to review more clearly the impact of initiatives and actions to

improve the school so that they can evidence how planned change is impacting positively on children's learning and attainment.

- Staff are positive about the professional learning provided by senior staff and the local authority. They feel it is enthusing them to improve how they support children with their writing. They demonstrate well how professional learning they have engaged with on nurture and decider skills has helped them to support children better to regulate their emotions. Individual members of staff engage with professional reading and other development activities to improve their practice. This worthwhile learning should be shared more widely across the school. Staff have received training on evaluating classroom environments and are beginning to consider how to use this to develop more inclusive classrooms. Staff work well with colleagues in schools in their locale to develop approaches to moderating their work and sharing standards.
- Staff and local authority colleagues have collaborated to develop a few versions of documents that outline the features of highly effective learning and teaching. At present, staff do not have a clear and consistent understanding of the key expectations of high-quality learning and teaching required across the school. The headteacher acknowledges that an important next step is to collate existing learning and teaching frameworks and policies to agree a whole school approach to learning and teaching.

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

- There is a positive, nurturing and caring ethos, which is underpinned by the school's recently revised vision and values. Staff demonstrate a commitment to children's rights in the classroom. Children are generally respectful towards each other and have positive relationships with their peers and staff. This results in most children being eager to learn.
- Staff use a range of effective approaches to create a calm learning environment. This includes non-verbal strategies to gain children's attention. A few children display low-level or dysregulated behaviour that impacts negatively on the learning of others. Staff need to increase their expectations of all children's behaviour so that they are respectful and ready to learn.
- In most lessons, the majority of children are engaged and motivated to learn. In almost all lessons, learning is overly teacher led and provides limited opportunities for children to take responsibility for their own learning. In the majority of lessons, all children complete the same activity, with the pace of learning controlled by the teacher. In a few lessons where learning is well matched to the needs of the children, they are fully engaged and motivated in their learning. In most lessons, there is an over-reliance on whole class teaching with too much time allocated to teachers' explanations. This results in children becoming passive or disengaged in their learning as their needs are not being met well.
- In the majority of lessons, teachers share learning intentions and criteria for children to measure their success. This helps children understand the purpose of learning. However, it is only in a minority of lessons that children can articulate how to be successful in their learning. Teachers need to make greater use of strategies to help children reflect on and review their learning. Teachers should develop their questioning approaches to check understanding and extend children's learning more effectively.
- In the majority of lessons, staff use digital technology well to enhance learning and teaching. Children use devices effectively to improve their literacy skills, for research and to share their learning with others, including parents. Staff are well-placed to consider more creative digital approaches to deepen and enhance children's learning. This includes greater use of technology to meet the needs of all children, including those who require additional support.
- All children do not yet benefit from consistently high-quality learning and teaching. All teachers need to continue to develop their understanding of highly effective learning and teaching. As a staff team, they need to develop a consistent approach to improving learning and teaching and share effective practice.

- Staff are at the early stages of developing play-based approaches which enhance and extend children's learning. They have identified correctly the need to engage in professional learning and use national advice to consider how play pedagogy can be implemented across the school. Teachers need to plan more purposeful and effective play-based experiences so that children benefit from an appropriate balance of teacher-led and child-initiated play.
- Teachers have engaged successfully in moderation of children's writing with colleagues from a local primary and secondary school. This has resulted in staff reviewing their professional judgements on achievement of a level, across Curriculum for Excellence (CfE) early to second levels. Teachers would benefit from further engagement with national Benchmarks and moderation activities to strengthen their understanding of progression through CfE levels. They need to develop more high-quality assessments across all aspects of literacy and numeracy, as well as the wider curriculum.
- The headteacher develops an annual assessment overview to provide guidance for teachers on how to gather assessment information across the curriculum. Staff assess children's progress regularly across the experiences and outcomes for literacy and numeracy. They also assess other areas of the curriculum across the session. Staff use this information to ensure coverage of experiences and outcomes and benchmarks, and to plan summative assessments to measure children's progress in learning.
- Staff have focused on using assessment information to provide verbal and written feedback to children. At present, the quality of this is variable and inconsistent across the school, with few children able to clearly describe their strengths and next steps in learning. As a next step, staff should develop a cohesive assessment policy, outlining clearly the nature and purpose of assessment activities to support planning for learning and teaching.
- Teachers use local authority progression pathways well to plan coverage of the curriculum. Staff have collaborated with colleagues in local schools to develop a planning approach to help children make connections between their learning across the curriculum. Staff plan collaboratively to identify relevant contexts to deliver the appropriate experiences and outcomes, taking account of the composite nature of classes across the school. Staff use a whole school approach effectively to identify what children would like to learn to inform the planning of topics. Teachers need to ensure that their planning takes greater account of children's individual needs. This includes planning higher levels of challenge for more able children at the outset of their learning.
- The headteacher meets with staff termly to discuss children's progress and attainment in literacy and numeracy. They identify children who require additional support to make expected progress in CfE levels. These learners benefit from well-planned interventions which help them to remain on track with their learning. Support for learning staff help children well, individually or within small group settings. These approaches should be developed further to enhance the role of classroom teachers in providing additional support to meet children's needs. Staff need to review more rigorously the effectiveness of how interventions are impacting on children making appropriate progress in learning.

2.2 Curriculum: Learning pathways

- Staff have recently consulted with all stakeholders to review and update the curriculum rationale to ensure that learning pathways reflect the context of the school. Teachers use local authority progression pathways, which take account of CfE experiences and outcomes, to plan and deliver learning within literacy and numeracy and across other areas of the curriculum. Teachers use a cluster approach to planning, using experiences and outcomes across the curriculum. There needs to be further consideration of this approach to ensure children experience an appropriate breadth of the curriculum across classes over the school year. The headteacher should monitor timetables more closely to ensure children's learning time is maximised.
- Children receive their entitlement of high-quality physical education (PE) every week. Staff use outdoor spaces well to support the delivery of PE. They use a local authority progression framework effectively to plan an appropriate range of learning experiences for children.
- Children are not yet receiving their entitlement to language learning in line with the Scottish Government's 1+2 approach to languages. Currently, all children have the opportunity to learn French, however, they do not learn this progressively or frequently throughout the school year. Teachers should proceed with plans to meet children's entitlements to learning languages, in line with national expectations.
- All children have the opportunity to access an increasing range of texts in identified reading areas within their classes. Children are developing reading for pleasure by participating in local and national book initiatives. Teachers should provide a wider range of texts to motivate all children to engage in reading. They should ensure that these texts cover a wider range of genre and topics, including texts that promote diversity.
- Across the school, children benefit from regular use of well-appointed outdoor spaces. They have the opportunity to participate in outdoor learning. In particular, children in primary P1 to P3 benefit from planned learning in the local community woods. They are motivated through a range of activities that develop their curiosity and skills in cooperation and exploration. Staff should extend planned outdoor learning further across all classes to ensure all children have the opportunity to build progressively on these skills.
- Children benefit from well-planned programmes to support them at points of transition. Staff meet regularly to share information about children's progress and wellbeing which results in a continuity of provision for learners when they move to the next stage.
- Children participate well in the wider community through events such as the gala and community cafes. This helps them develop skills for life, learning and work. Across the school, teachers focus on children identifying these skills during regular assemblies. These skills are not yet embedded within learning and teaching and across the curriculum. Staff should consider how meta skills can be streamlined for children to develop and apply these skills progressively across all aspects of the curriculum and wider life of the school.

2.7 Partnerships: Impact on learners – parental engagement

- Overall, most parents are satisfied with the school. Staff have developed strong partnerships with parents through their welcoming and open approach. As a result, most parents are comfortable approaching the school with any concerns or ideas. A sizeable minority of parents are concerned about the potential impact of the falling roll. A few parents also express dissatisfaction in how staff respond to aspects of children's behaviour.
- Staff have worked effectively to increase parental engagement and involvement in the life of the school. This includes staff offering events for parents to attend, such as class assemblies and community cafés. Staff organise well-attended events to help parents develop a greater understanding of their child's learning and wellbeing. This includes, for example, an impactful parental workshop on anxiety and mental health. Parents appreciate the range of approaches staff use to communicate with them, including regular newsletters, social media and an online application. This encourages parents to contribute to the school's wider achievement display board by sharing their children's out-of-school successes. Staff are implementing a local authority platform to share information about children's progress in learning. Parents have expressed concern about the usability of this platform.
- Staff appreciate the parents who volunteer to support children's experiences in school. This includes a well-attended breakfast provision, clubs, community events, and excursions. They also support opportunities for children to achieve, such as outdoor learning and volunteering.
- The active Parent Council, known as the Glenbervie School Partnership (GSP), supports the school effectively by fundraising to provide resources, equipment and trips. These enhance children's experiences across the curriculum and wider life of the school. They also value being a consultative group on planned change. They are well placed to take a greater role in identifying and reviewing school improvement priorities. The GSP recognised last session the need to strengthen how they communicate and engage the wider parent forum. As a result, almost all parents agree that they are encouraged to be involved in the GSP and are kept well-informed about their work.

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

- Staff and children work together effectively to establish a caring, positive and nurturing ethos which promotes mutually respectful relationships. The school values underpin interactions between most children and staff. This leads to children supporting thoughtfully the wellbeing of peers. As a result, most children feel safe in school and note that staff treat them fairly and with respect. A few children report that other learners do not treat them with respect.
- Children's rights have a high profile and are well understood across the school. Children and staff create helpful class charters and lead assemblies so that the school community understand the importance of their rights. This leads to most children reporting that staff listen to them and support their wellbeing effectively.
- Staff, children and parents demonstrate an understanding of the wellbeing indicators. Children use the indicators regularly to reflect on their wellbeing and discuss this with staff. Staff are committed to 'getting it right for every child' and they use data from wellbeing surveys to ensure that children's wellbeing needs are supported effectively. This results in most children having a key adult they can contact to seek effective support. Teachers track children's wellbeing regularly and they should continue to develop how they use this information. They should use data more systematically to influence their planning of children's learning about health and wellbeing so that this is responsive to emerging needs. Staff should also ensure they use data gathered through these assessments to inform the ongoing whole school wellbeing strategy.
- The school has invested in two wellbeing programmes which are helping staff to effectively support children to develop resilience, solution focused strategies, and a positive mindset. Children appointed as 'Happiness Heroes' have led work to support their peers to be able to articulate their emotions and understand how they can respect and relate to each other. Children nominate each other for their shared values certificates and they appreciate their efforts being recognised by staff. Almost all children behave very well and are polite and kind in their interactions. When a child is unsettled, dysregulated or upset, staff support them sensitively through a nurturing and restorative approach.
- Most children agree that the school deals well with bullying, however, staff recognise that further work is required. Staff are currently helping the school community to develop a stronger understanding of the school's response to bullying. This includes work led by house captains who created a version of the anti-bullying policy which they shared with children and parents. Parents and children reviewed this policy to ensure it reflects restorative practice. This has improved how staff support learners to deal more effectively with issues and maintain friendships. Older children are trained to resolve conflicts between younger children using restorative mats. As a result of these approaches, children and parents have a better understanding of bullying and conflict.

- Most children understand how to lead a healthy lifestyle. They develop this understanding by taking part in activities, such as football and cross country running. Staff should proceed with plans to increase opportunities for all children to be more active.
- All staff understand and fulfil well their statutory duties in relation to how they protect children and meet children's wellbeing needs. They engage in appropriate professional learning such as emotional regulation, child protection, restorative approaches, and important aspects of supporting children's health and safety.
- Staff know children and families well and work in partnership to plan targeted interventions and individual learning plans. Children who are identified for additional interventions are supported well through small groups to make appropriate progress in their learning. Staff are developing how they share strategies about children's learning needs so that teachers can fulfil more effectively their universal offer in class. A few children require planning through individual education plans and single agency action plans, which are written in partnership with families and children. Staff set targets from analysis of a range of data and review these regularly. Children access a range of universal supports, such as 'brain boxes' and the 'dyslexia friendly school toolkit' to help them make progress in their learning. Staff should improve the quality of strategies shared and the support offered to teachers to meet children's additional support needs in the classroom.
- All staff are beginning to consider, with learner input, how to arrange their classroom environments to be inclusive for all children. Children have also led developments to outdoor spaces so that these are inclusive and accessible. Staff are well placed to develop further their inclusive approaches so that all children are included in lessons with their needs met effectively in the classroom.
- Children develop an understanding of physical, mental and emotional wellbeing through their health and wellbeing programme. This also helps children to be respectful of themselves and others. Staff should continue as planned to develop the health and wellbeing programme further so this remains relevant and is embedded across the curriculum and wider life of the school. This needs to ensure that children learn progressively, and in the depth required, so that they understand fully all aspects of wellbeing and inclusion. Staff need to maintain a stronger strategic overview of children's learning about health and wellbeing, to ensure this is impacting effectively on children's knowledge about their wellbeing outcomes.
- Children learn about diversity and understand the importance of showing tolerance to others with perceived differences. Staff help children to develop global citizenship through aspects of the curriculum, whole school assemblies and charity work. Older children are learning about the importance of understanding protected characteristics. Children learn effectively about others and rights through the Learning for Sustainability programme. They use this learning through their roles in the children's parliament and as young leaders to include others in decisions and play.
- The headteacher and staff should continue to develop children's knowledge about diversity and how to take action if they witness discrimination. They need to develop a clearer overview of the planning and delivery of children's learning about diversity across the curriculum, including the wider life of the school. This includes involving learners to consider curriculum content, learning resources and activities, as well as the whole school promotion of diversity. This should ensure children learn progressively and in greater depth about a range of equality and diversity issues. All children need opportunities to use this knowledge more confidently to challenge discrimination.

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

- At the time of the inspection, the school roll comprised of a small number of children in P1 to P6. As a result, attainment and progress will be expressed in general statements, rather than for specific year groups or CfE levels.
- Overall, most children's attainment in literacy and numeracy is good, with a few exceeding expectations. There are a few children capable of achieving more or who need to make better progress towards their individual targets. In June 2024, across the school, most children achieved expected levels of attainment in literacy and numeracy. This session, most children across the school are on track to attain in line with national expectations.

Attainment in literacy and English

- Across the school, most children make good progress in literacy and English.

Listening and Talking

- Younger children listen well to adults and respond appropriately to simple questions and instructions. The majority of children share their ideas and respond to well-known stories appropriately. The majority of older children contribute appropriately when taking part in group discussions. A few would benefit from further opportunities to consolidate this skill and to participate in meaningful opportunities to engage actively in group discussions. Older children are respectful towards each other during discussions. They identify that they would benefit from further opportunities to express their opinions and engage in debates linked to a range of relevant topics.

Reading

- Younger children use simple strategies to sound out words and read back sentences they have created. They recognise familiar words within class activities and answer questions linked to familiar texts. Older children read familiar texts aloud. A few use their voice and expression well to engage the audience. Almost all children are able to identify simple reasons for their preferences in texts and authors but would benefit from further opportunities to explore different genres of texts. A minority of older children show no preference for a favourite author or demonstrate an enjoyment of reading for pleasure. All children are able to read with fluency and understand how to engage the listener. Almost all older children are able to create and ask questions to explore the details within a text and provide explanations of the difference between fact and opinion.

Writing

- Younger children form lower case letters correctly and demonstrate a knowledge of simple sentences and punctuation. They write to convey ideas, using appropriate simple

vocabulary. Older children use simple punctuation and a variety of sentences to engage their reader and convey their ideas. They have opportunities to write in a variety of genres and have identified strategies that allow them to add detail to their writing. Older children are familiar with and use a range of literary techniques including alliteration and similes and use a wider range of vocabulary in their writing. They readily explain the features of a variety of genres of writing.

Numeracy and mathematics

- Across the school, most children make good progress in numeracy and mathematics.

Number, money and measure

- Younger children identify numbers from 0 to 10 and count numbers of objects. They use coins to identify amounts up to 10p and recognise different coins and combinations. Children demonstrate confidence in rounding to the nearest 10 and 100. They demonstrate quick recall of multiplication facts and understand place value. They are less confident in subtraction, division and writing simple fractions. They convert units of measure confidently but require support to convert units of time. Older children are confident in rounding to the nearest 1000 and 10000. They use a range of strategies to solve addition, subtraction and multiplication problems. A minority would benefit from more practice in division and multiplication of decimals by 10 and 100. Older children are confident in converting fraction to decimals and percentages. They require support in calculating percentages of amounts. They understand units of measure but are less confident in converting from one unit to another.

Shape, position and movement

- Younger children use simple positional language in practical activities and match pictorial two-dimensional shapes linked to simple properties. Older children at first level describe common properties of two-dimensional shapes and three-dimensional objects. They would benefit from support in drawing two-dimensional shapes and their lines of symmetry. They are aware of compass points but are unsure of positional language. The majority are less confident in drawing a right angle. Older children use the correct mathematical language to describe objects, properties and nets that make up a range of familiar three-dimensional objects. They describe confidently and identify a range of angles, such as acute, obtuse and reflex and calculate missing angles.

Information handling

- Younger children interpret simple pictograms and use their knowledge of shape to match items. Children use tally marks appropriately to gather data information in surveys and confidently interpret bar graphs. They understand the likelihood of an event occurring in everyday situations but are less confident of the correct mathematical language to describe this. Older children use a variety of methods to display data, such as charts, bar graphs and line graphs. They are able to justify why they have chosen a particular method of display. They demonstrate an appropriate understanding of probability and the likelihood of events happening. Children across the school would benefit from greater opportunities to use digital technology to gather, organise and display data.

Attainment over time

- Staff monitor carefully children's attendance. They promote effectively the benefits of regular attendance and support families sensitively where there are concerns. As a result, almost all children sustain very positive levels of attendance. The percentage of children attending school regularly has been significantly above the national average over the past few sessions.

- Overall, children make good progress as they move through the school. The headteacher and staff track progress in attainment for all children across literacy and numeracy. Staff gather data termly and discuss individual children's progress with the headteacher. They agree interventions for children who require additional support to maintain progress as expected. Teachers now need to ensure that they are raising the attainment of all children. Staff should ensure that there is a greater focus on interventions for highly able children so that they can make the best progress possible. They should continue to develop their approaches to measuring children's progress across all other curriculum areas.
- Staff have worked well with colleagues in other schools to strengthen their judgments of achievement of a level. At present, data gathered by staff shows a slight decline in attainment overall between early and first levels, which is as a result of a few judgements not being fully accurate.

Overall quality of learners' achievements

- Children develop a range of important skills through a well-planned offer of achievement activities. These are provided through an effective collaboration of staff, parents and community partners. Children develop their organisational skills well by planning and leading their own clubs at different times during the year. This includes, for example, gymnastics, loom bands and chess. Children develop their performance skills by taking part in local competitions, such as football. Staff focus on developing children's physical health and teamwork skills through participation and reaccreditation in sports awards. Children develop craft and sports skills through a partner-led after school provision. Children take part in community events, work with charities and volunteer in the community. This is developing their citizenship skills and children have a sense of belonging to their local community.
- Staff and partners track children's participation in activities beyond the classroom. Staff use this information thoughtfully to identify children at risk of missing out and to support all children to succeed. Children are beginning to link their skills to the whole school focus on meta-skills. Staff should continue to develop approaches to profiling so that children can capture and apply these worthwhile skills across the curriculum.
- Children value the range of approaches used by staff to help them celebrate their achievements. This includes informative wall displays, such as the achievement wall in the dining room. Staff also share children's achievements through assemblies, social media, and by issuing house points as rewards.

Equity for all learners

- Staff have a thorough knowledge of families and use this to identify any child who may face socio-economic disadvantage. Staff maintain a focus on reducing the cost of the school day and support children and families sensitively when required. The parent-led breakfast club offers a well-received provision for all children to be included and ready to start their day at school.
- Staff monitor carefully the progress of individual children. They have identified an attainment gap which may be as a result of socio-economic disadvantage. They use the school's PEF allocation to support children effectively through a range of interventions. This includes providing identified children with extra support in reading, developing numeracy skills and improving their wellbeing. As a result, staff can demonstrate that children who benefit from this targeted support are making progress, with attainment gaps reducing.

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.