

Summarised inspection findings

Our Lady's RC Primary School

Perth and Kinross Council

23 June 2026

Key contextual information

Our Lady's RC Primary School is a denominational primary school situated in the Letham area of Perth. It serves the parish of Our Lady of Lourdes in Perth and draws children from a variety of different areas including Letham, Hillyland, Burghmuir, Tulloch, Inveralmond and Methven. The school is part of the North Perth Integrated Community School initiative which focuses on multi-agency approaches to achieving better outcomes for children.

The leadership team comprises the headteacher and a depute headteacher. The headteacher has been in post for seven years.

The majority of children reside in Scottish Index of Multiple Deprivation deciles one to four. The current roll is 186 children across eight classes. Senior leaders report that 59% of children require additional support with their learning and 16% are entitled to free school meals.

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

- Children, staff and parents have a clear understanding of the school's vision, 'to create a safe and loving environment where each child can achieve their full potential as children of God'. All stakeholders recognise the values of love, fairness, respect and achievement, which underpin the life and work of the school and reflect Gospel values. Agreed a few years ago, these were recently revisited by the school community to ensure that they remain current and appropriate. As a result, children helped create the school motto 'Inspired by Faith, United in Kindness' which helps them understand better what the vision and values mean in their daily interactions with others. Children and adults demonstrate this motto very well. This is leading to a very calm, purposeful and caring school where all staff, children and parents feel a sense of belonging.
- The extremely well-respected and highly-effective headteacher is supported very ably by the depute headteacher. Together, they lead the school community very well to help children fulfil the four key principles in the school: 'We look after ourselves, we look after each other, we look after our things, and we look after the place that we are in'. Firmly embedded in the daily routines and caring relationships, these principles are fundamental to the decision making and the culture of the school.
- Senior leaders have developed a very clear and collaborative approach to school improvement. They encourage and enable all staff to contribute to the well-considered quality improvement plan (QIP) using a wide range of data, and evaluations of previous improvement actions. The QIP is part of a comprehensive and appropriate three-year overview of key

school priorities which includes development of 'The Our Lady's Way'. Staff are developing 'The Our Lady's Way' over time to provide greater consistency in a wide range of approaches taken across the school. This includes an appropriate focus on key aspects of learning, teaching and assessment and improving the use of data to inform judgements. Helpfully, the pupil council have developed a child-friendly version of the SIP which allows children to understand what staff are planning to improve. Senior leaders should continue with their plans to develop 'Our Lady's Way' further to include, for example, the Our Lady's standard for inclusive practice.

- Senior leaders have developed a very clear calendar detailing a range of self-evaluation activities which teachers use well. They have helpfully categorised these into activities which involve children, parents, staff, partners and themselves at various points throughout the year. This has resulted in almost all teachers having a sound understanding of the purpose of self-evaluation and is ensuring more consistency across the school. Senior leaders track and monitor the work of the school rigorously using an explicit calendar of quality assurance activities which is shared with all staff. This includes for example, observing learning, monitoring children's work and tracking attainment across the school in a logical, planned way. As a result, the pace of change is managed very well.
- Leadership at all levels is evident. Staff are empowered and eager to work together to improve experiences for children. They undertake regular professional learning and share readily their learning with each other. A wide range of effective staff leadership groups relate well to the SIP. These include, for example, teachers leading specific aspects of literacy, numeracy and digital learning. Together with a range of practitioner enquiry projects, this approach is making a positive difference for children.
- Pupil leadership is a strength of the school. Children feel valued members of the school community and take on proudly specific leadership roles. Children complete an application process for these roles annually. Pupil leadership roles change each year. Currently they include, Literacy Leaders, Problem Solvers and the pupil council. Children recognise that these roles inspire them, help them develop team working skills and learn how to be effective leaders.
- Parents and partners support a wide range of improvements across the school very effectively. They feel welcomed and valued as key members of the school community. The headteacher consults with Parent Council and the parent body on a variety of issues such as school improvement priorities and the allocation of the Pupil Equity Fund (PEF). She seeks parents' views regularly through, for example, surveys which inform improvements. The Parent Council, and the Church, as integral partners support the school's fundraising efforts. Recently this led to improvements in outdoor spaces. This collaborative approach has contributed to the school being highly-valued within the community.

2.3 Learning, teaching and assessment

very 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

- Relationships and behaviour across the school are very good. Most children engage very well with their learning in purposeful environments. Children undertake regular emotional check-ins which help them be ready for learning. Almost all children respond very well to staff's high expectations for their behaviour and learning.
- Almost all children are motivated by their learning. They persevere with activities on their own, in pairs and also in small groups. Almost all children respond competently when taking increasing responsibility for their learning. Teachers take account of children's interests ensuring that children influence their learning experiences. Most children know what to expect from learning, particularly when involved in agreeing what success should look like. They are developing confidence in reflecting, reviewing and assessing their work and also that of their peers. Children know their strengths and areas to improve. They apply this information appropriately when setting individual targets for different areas of the curriculum. Almost all children engage enthusiastically in learner conversations with their teacher. Older children respect and value the importance of helping younger children with, for example, reading. This is mutually beneficial as younger children improve their reading and older children demonstrate kindness and a greater awareness of others.
- Children enjoy taking on different roles in class and work successfully in groups to complete challenges set by the teacher. In most lessons, children are developing independence and leading aspects of their own learning. They show determination and focus to complete expected learning within set time periods, and they link prior learning often to real-life contexts. Children use digital technology skilfully and with confidence to further their knowledge and understanding, including drafting and editing writing and carrying out research. Children's outdoor learning experiences across the school enhance their creativity skills well.
- Staff use their knowledge of individuals and groups of children consistently well to plan relevant learning experiences and to influence teaching strategies and approaches. Pupil support assistants (PSAs) work very well with teachers and assist children who require additional support in sensitive and caring ways. This helps to ensure that children make very good progress in their learning. Staff listen attentively to children's views and suggestions for improving their learning, including the environments. For example, staff audited and reviewed effectively classroom displays to help children learn better in less busy environments.
- Senior leaders and staff work well together to improve the quality of learning and teaching. Teachers share effective practices across the school. Almost all teachers are clear about key

features of successful and consistent approaches to learning and teaching as a result of their collaborative development of 'The Our Lady's Way'. In almost all lessons, teachers share consistently and effectively with children the purpose of learning and how children will know they have been successful. They use these very well throughout lessons. Teachers involve children increasingly in co-creating success criteria. Most teachers deliver very well-organised, interesting and relevant learning experiences which meet children's varying needs and further their progress. Teachers' creative use of digital technology, including interactive smartboards, enhances children's learning and enables children to access readily planned learning. A few lessons are overly teacher-directed, too long and lack sufficient challenge for children capable of more demanding experiences. On these occasions, children do not focus well on their learning.

- Almost all teachers use quality questioning to check children's understanding and further their learning. Most children respond well to teachers' questions thoughtfully and with respect. Teachers are developing consistent approaches to developing children's deeper thinking skills and their resilience. In almost all lessons, teachers give children helpful verbal and written feedback on their learning to help children identify their strengths and recognise what they need to do next.
- At the early stages, staff deliver quality play experiences for children both in and outdoors in line with current national guidance. Staff provide a range of varied play experiences in different curricular areas which allow children to explore, experiment and make sense of their learning. Children's progress in literacy, numeracy and science is enhanced through play. Staff ensure an appropriate balance of adult-directed and child-led play and respond thoughtfully to children's interests. Senior leaders should continue to develop further staff's role and build on their approaches to play-based learning.
- Staff plan and track children's learning very well. They analyse and use information gathered very effectively to plan further learning and interventions for individuals and groups of children. Teachers use local authority progression pathways well to plan learning activities and assessment. Teachers collaborate very well when planning children's learning, sharing ideas and suggestions. This ensures consistency and progression in children's learning experiences across the school. Teacher's planning is very thorough and of a high-quality.
- Teachers undertake useful moderation activities within school and across the local authority. They moderate assessment material thoroughly with each other in school to ensure their professional judgements on children's progress are accurate. Teachers have a sound understanding of national standards and confidently make robust and reliable professional judgements of children's attainment. They should continue to extend their involvement in moderation activities, including where possible beyond the local authority.
- Teachers use formative and summative assessment approaches very effectively to check children's learning and progress. Senior leaders analyse carefully data from these assessments which support teachers' professional judgements on children's performance. Senior leaders use robust tracking and monitoring systems regularly and systematically to inform their overview of individual and specific groups of children's progress. Senior leaders meet termly with teachers to discuss children's progress in all curricular areas. This enables them, together with teachers, to identify any gaps, support or challenge needed for individual or groups of children. Staff then plan and deploy well-considered interventions, which are tracked and reviewed regularly, for children.

2.2 Curriculum: Learning pathways

- Teachers adapted local authority progressive pathways, which take account of Curriculum for Excellence (CfE) experiences and outcomes, to reflect the school's unique context. Teachers use these to plan effectively across all curricular areas. This ensures all children experience appropriate breadth and progression in all aspects of their learning. Teachers should now ensure that all areas of the curriculum are taught frequently. This will include teaching subjects discretely where necessary. This should help ensure that children regularly revisit knowledge and skills as they progress through the school.
- Teachers plan effectively learning that brings together a variety of curricular areas. This ensures children learn through relevant and interesting contexts and experience depth of learning across the curriculum. For example, children from P5 to P7 develop their skills and knowledge in science, technology, engineering and mathematics (STEM) through a topic about climate.
- Almost all children have the opportunity to learn French progressively. Senior leaders should continue with plans to introduce another language in line with the Scottish Government's 1 + 2 approach to language learning.
- All children receive their entitlement to two hours of high-quality physical education each week taught by school staff and visiting specialists. Children receive their entitlement to religious learning and observance through a well-planned religious education programme in line with the Religious Education in Roman Catholic schools' guidance.
- Teachers developed a progressive outdoor learning planning pathway. Staff use the extensive grounds, including a recently installed outdoor classroom, very well to enhance children's learning. This helps ensure that children develop their skills as they move through the school. For example, children develop skills in fire safety, cooking and navigation through learning outdoors.
- Children use regularly a well-resourced and welcoming library to support reading across the school. The library is used to support a paired reading programme. Older children develop confidence, leadership and their own reading skills by supporting younger pupils.
- Staff recognise the importance of preparing children for the world of work and plan specific lessons to help prepare them for their future. For example, as part of a progressive programme, older children learn the importance of ambition and setting appropriate and measurable goals. Younger children learn about the world of work through play experiences. They discuss occupations with family members visiting classes, complete application forms and access work uniforms and associated resources through roleplay.

2.7 Partnerships: Impact on learners – parental engagement

- Parents recognise the inclusive nature of the school. They welcome the helpful and regular feedback they receive about how their child is learning and developing. Teachers share information about children's learning through parent teacher meetings, annual reporting, newsletters and a digital platform. Parents value and appreciate the very well-attended school events. These include class assemblies, 'stay and share' sessions and a popular 'reading café', where parents share reading experiences with their children. These approaches help parents be more engaged in their child's learning.
- The Parent Council works alongside children well to organise a range of events that raise funds for the school and bring the school community together. For example, the Parent Council and the pupil Literacy Leaders raised money for the school library through a book sale. The Parent Council supports the school very effectively through seeking grant funding. As a result of this, children's learning experiences have been enhanced through, for example, the introduction of an outdoor classroom and additional digital programmable toys. The headteacher should continue to consider ways to increase the membership of the Parent Council to support further school improvements.

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. At the time of the inspection, there were no identified areas for development.

3.1 Ensuring wellbeing, equality and inclusion

very good

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Children's wellbeing, upholding their rights and 'Getting it Right for Every Child' are at the heart of the life of the school. All staff work together very well to create a nurturing environment where children feel listened to, valued and cared for. This is supported very effectively by the whole-school approach to enabling children to reflect on their feelings and describe their emotions. Daily check-ins allow staff to monitor children's attitudes and behaviour discreetly and to tailor support effectively. All staff use a consistent language when supporting children. This is shared appropriately with parents to encourage children to continue to think about ways to feel better or to manage difficult emotions when at home.
- Children are developing an appropriate understanding of what may impact on their wellbeing. They do this through, for example, planned curricular inputs and a well-planned calendar of assemblies focusing on different aspects of wellbeing. These help children talk about what to do to keep themselves safe. Children recognise what will help them lead a healthy lifestyle and, as they get older, are increasingly taking responsibility for themselves. Staff should continue to help children explore all aspects of wellbeing in meaningful ways.
- All children at P3 to P7 complete a wellbeing survey twice each year. Senior leaders use the results from these surveys well to identify and subsequently provide specific supports for individuals, groups of children or focused work with specific classes. This is leading to more children being able to self-regulate their behaviour and an environment which is more respectful of all and conducive to learning.
- Almost all staff have a strong understanding of their roles and responsibilities regarding statutory duties around wellbeing, inclusion and equality. Teachers demonstrate this well through, for example, their recent audit of learning environments. Now classrooms and learning spaces provide a calm, well organised and decluttered environment. They are nurturing and purposeful. This supports all children well as they experience more consistency in the settings and approaches to learning. All learning spaces also have a range of self-help supports available to help children make progress. Staff should continue to develop their approaches to providing high-quality universal supports.
- Pupil support assistants (PSA) work very well with teachers. This helps them have a clear understanding of their role, expectations of them and how to support individuals and groups of children very well. PSAs value the time given to them to attend professional learning events which further enhances their ability to support children well.

- Children who require additional support are identified by staff's effective use of the local authority staged intervention framework. Senior leaders have created a comprehensive overview of children who require additional support with their learning. This very helpfully records universal supports and enables staff to review which interventions have been used previously. This usefully informs decisions about future interventions. The local authority child and young people planning (CYPP) documentation is used very effectively. This ensures potential barriers to learning are known, strengths recorded and appropriate targets, informed by the views of children and their parents, set. Staff are supported very effectively by a range of partners to meet the needs of children and their families. Senior leaders' rigorous systems and processes ensure that CYPP reviews happen timeously. This leads to children who require additional support with their learning progressing very well.
- Staff and children work very well together to help children recognise and uphold children's rights. Each class has developed its own class charter which is referred to by staff and children regularly. This encourages and promotes a strong sense of belonging and inclusion. Children know that their views are respected. The wide range of pupil-led committees gives many opportunities for children to put suggestions forward and for those to be acted upon. This has led to, for example, the 'Culture Club' designing badges which say hello in different languages and increasing awareness of the countries that children come from. Children appreciate this recognition of their cultures and, as a result, feel included in the life of the school.
- The child-led 'rights respecting schools' committee recently created a child friendly relationship policy. The appropriate use of visuals and prominent display around the school helps ensure all children understand how important being kind to each other is. This is modelled well by staff. Children are supported well, through restorative approaches, to repair any damaged relationships and to recognise that this is an important part of growing up. This approach contributes well to the very inclusive ethos around the school.
- The pupil council promote the importance of anti-bullying well. Children from the pupil council led a whole school assembly and involved parents in their campaign to raise awareness of bullying. This helped people across the school community understand the effects of bullying behaviours on others. Senior leaders should continue to keep under review their approaches to behaviours which are not reflective of the school's relationship policy.
- Children learn about equalities and diversity through a wide variety of aspects of their education journey. This includes through discrete curricular areas, assemblies and specific events such as working with 'Saints in the community' to 'show racism the red card'. Children are encouraged to compare and contrast different religions, recognise different cultural celebrations and to challenge stereotypes. These activities provide children with a range of appropriate opportunities to explore issues of attitudes and behaviours. Through these, children are developing well the skills and confidence to challenge bullying, discrimination and racism.
- Children are supported well by staff and where appropriate partners, at times of transition. As they move from nursery to P1 and between year groups, staff share appropriate information with the receiving teacher. This information is increasingly informed by data. This helps children settle well into their new environment and be ready to learn further. Children in P7 are supported for their move to secondary school by a variety of well-planned experiences. These include completing individual profiles, attending a residential experience and following a specific programme of work focusing on preparations for secondary school life. Where

required, specific arrangements are in place for identified children. These experiences help prepare children well for their next stage in education.

3.2 Raising attainment and achievement

very good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Overall, children's attainment in literacy and English and numeracy and mathematics is good. As children move through CfE levels, high-quality learning and teaching supports them very well to make strong progress. Across the school, most children achieve or exceed expected national levels of attainment in reading, writing and numeracy. Almost all children achieve expected national levels of attainment in listening and talking. Children who require additional support with their learning attain very well in relation to individual targets.

Attainment in literacy and English

- Almost all children progress very well in listening and talking and most in reading and writing. Children who require additional support with their learning make strong progress towards individual targets.

Listening and talking

- At early, first and second levels, almost all children listen well. They are attentive and respond effectively to information, instructions and questions from adults and peers. Their skills in note-taking are developing very well. At first level, most children know differences between facts and opinions. They identify main ideas in spoken and written texts. At first and second levels, most children put forward views and opinions on a range of matters with confidence. A few need to continue to build confidence in asking and answering a range of questions. At second level, almost all children speak fluently in front of others, including at assemblies.

Reading

- At early level, most children know letters, words and patterns and use these well to help them read. A few are confident in predicting next steps in stories using picture clues. At first and second levels, most children discuss with enthusiasm, characters, settings and plots. Most children read well, including for pleasure. They know different genre and express clearly personal preferences. Most children engage listeners when reading aloud, using appropriate pace, expression and punctuation. At first and second levels a few children need to develop confidence in reading aloud and improve how they use punctuation and grammar to read with more expression.

Writing

- At early, first and second levels, most children have effective writing skills. At early level, children use basic punctuation and form letters with accuracy when writing simple sentences. They write short stories which they illustrate with attractive drawings. Children write in purposeful ways through various play contexts. At first level, most use vocabulary, punctuation

and grammar with accuracy. They use tools for writing appropriately to aid this. At second level, most children present and structure effectively their writing. They draft, edit work and upskill writing. They write informative applications for school roles, speeches and presentations. At first and second levels, a few children should continue to improve their writing skills.

Attainment in numeracy and mathematics

- Overall, most children make very good progress in numeracy and mathematics. Children who require additional support with their learning make strong progress towards individual targets.

Number, money and measure

- Across the school, all children are developing important skills in using money. At early level, most children recall confidently the number sequence forwards within the range 0 - 30, from any given number. They are less confident recognising the number of objects in a group without counting. At first level, most children use the correct notation for common fractions to tenths and explain the role of the numerator and denominator. They demonstrate a good understanding that the greater the number of equal parts, the smaller the size of each share. A few children need further practice in rounding whole numbers to 10 and 100. At second level, the majority of children confidently read, write and order sets of decimal fractions to three decimal places. A few are less confident when multiplying whole numbers by two-digit numbers.

Shape, position and movement

- At early level, children understand and use correctly the language of position and direction, including in front, behind, above, below. They are less confident following instructions involving left and right. At first level, most children name, identify and classify a range of simple two-dimensional shapes and three-dimensional objects. They need further support to be able to describe the properties of three-dimensional objects using specific vocabulary. At second level, the majority of children use confidently mathematical language including acute, obtuse, straight and reflex to describe and classify a range of angles identified within shapes in the environment. They should now gain experience in using digital technology and mathematical instruments to draw two-dimensional shapes and make representations of three-dimensional objects.

Information handling

- At first level, most children use knowledge of colour, shape, size and other properties to match and sort items in a variety of different ways. At first level, most children ask and answer questions to extract key information from a variety of data sets including charts, diagrams, bar graphs and tables. At second level, the majority of children use the language of probability accurately to describe the likelihood of simple events occurring. Children at first and second level should now have more regular opportunities to collect, organise and display data accurately in a variety of ways including using digital technologies, appropriate to their stage.

Attainment over time

- Children's attainment has improved significantly in all aspects of literacy and English and numeracy and mathematics since academic session 2022/23. Staff clearly add value to children's attainment through high-quality learning experiences and a variety of well-judged interventions. Overall, children's attainment in almost all cohorts has increased as they move through the school. Children's progress in numeracy and mathematics has remained slightly below national standards but is improving overall. Senior leaders have helpful information on

children's progress in curricular areas outwith literacy and numeracy. They should continue to build on existing effective systems to report further children's progress in these other curricular areas.

- Children's attendance at school improved from 91.1% in 2023/24 to 92.7% in 2024/25, in line with the national average. Around a quarter of children have persistent absence, often due to term-time holidays. When children require part-time timetables, staff work successfully with parents and partners to ensure that there are robust plans to support increased attendance. Senior leaders and staff have a relentless focus on improving attendance and engage with other agencies for support where appropriate. They promote well the importance of good attendance for children and its impact on attainment and achievement. There have been no exclusions for the last seven years.

Overall quality of learners' achievements

- Staff understand and value the importance of individual achievements and how they help children build important life skills. Children are encouraged to be the best that they can be. All children have regular opportunities to share their achievements from within and outwith school. These are celebrated and recognised successfully in a variety of ways. As a result, children are very proud of their achievements and understand that their efforts are valued. Staff across the school award children frequently with 'Values Certificates' to recognise when children demonstrate the school's values well.
- Staff, supported very well by partners, provide an extensive range of activities which support all children to develop a range of skills for learning, life and work. Children describe well the skills they are learning through these activities such as independence, confidence and improving their communication with others. Taking part also helps children develop as responsible citizens as they actively participate in their local community. Senior leaders track effectively children's participation in activities. This supports staff identify which children may be at risk of missing out from these important experiences. Staff could now consider how to track the children's developing skills.
- A minority of children at P1 to P7 are part of school committees. They develop skills in organisation, communication and team working by representing their peers in decision-making processes. Children are actively involved with their local community. They develop their self-awareness and skills in performance and collaboration through a community choir project. Children demonstrate pride in their local area by developing practical gardening and problem-solving skills during a community bulb planting event and by taking part in community litter picks. Staff and partners provide children with a range of sporting and craft clubs both during and after the school day. This helps children develop skills based on their interests as well as resilience and independence. Strong links with the Church and the local parish ensure children have opportunities to interact regularly and responsibly with adults from outwith the school. Each class works with the parish to organise one of the weekly community Masses which helps children develop their organisational skills well.

Equity for all learners

- Staff support very successfully children's equity of opportunity and reduce financial barriers to participation very well. Senior leaders plan appropriately to ensure suitable supports continue to reduce the cost of the school day. They ensure that financial constraints do not prevent any child from engaging in opportunities for learning and achievement. All staff know children and their families very well. They have a very good understanding of the socio-economic

background of all children and use this information to support families sensitively. The Parent Council and Church support the school very well. Parents and members of the church raise funds and apply for grants. This helps to off-set the costs of educational excursions and recently supported the installation of an outdoor classroom. This enables children and families to access a broad range of experiences which help raise attainment and contribute well to children's achievements.

- Senior leaders have effective plans in place for PEF. They work very well with staff to identify evidence-based interventions and resources to support identified groups of children. These well-considered interventions are delivered successfully by PEF funded staff and other staff leading to improving outcomes for children. Resources such as wobble stools and sensory equipment help children maintain their concentration in class. Individual and group interventions focusing on literacy and numeracy are improving outcomes for identified children. For example, most children who have taken part in a research-based paired reading programme have increased their reading age significantly. The effective tracking and monitoring of children's progress, along with an appropriate range of well-judged interventions, is leading to teachers accelerating progress towards closing the poverty related attainment gap.

Practice worth sharing more widely

Senior leaders have developed a very clear and collaborative approach to school improvement. All staff are encouraged and enabled to contribute to the well-considered school improvement plan. Parents and partners feel welcomed and valued as key members of the school community and support a wide range of improvements across the school very effectively. All staff are empowered and eager to work together to improve experiences for children. All staff work together very well to create a nurturing environment where children feel listened to, valued and cared for. This collaborative approach is leading to the school being highly-valued within the community.

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.