

Summarised inspection findings

St Andrew's RC School

Dumfries and Galloway Council

25 November 2025

Key contextual information

St Andrew's RC Primary School is a denominational school which is located in the town of Dumfries. At the time of inspection, the school roll was 188 children organised across seven mainstream classes. The headteacher has been in post for two years. He is supported by a principal teacher. The principal teacher has a 0.5 full time equivalent class teaching commitment.

In session 2023/24, there was 93.7% attendance, the national average was 92.5%. Most children live in Scottish Index of Multiple Deprivation areas 5-10. At the time of inspection, the school reported 24.5% of children on the roll as requiring additional support.

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

- The school's values of responsibility, safe, creative, resilient, respectful, family and faith have been in place for a number of years. Senior leaders involve stakeholders in regular reviews of these. Parents, children and staff feel they are still relevant to the current context of the school and link well with their gospel values. Staff effectively embed these values at assemblies and through learning conversations and displays. The pupil council choose a value of the month. Staff successfully encourage children to consider what this value means in action. Children who display this value well in school receive a certificate. This is helping children to develop a very good understanding of their values. The nurturing ethos of the school is underpinned by the new school motto 'Love to Learn, Learn to Love'.
- Senior leaders provide strong leadership. They are well respected by children, staff, parents and partners. They have a strong understanding of the school's strengths and areas for improvement. They guide and manage effectively the strategic direction and pace of change. Senior leaders monitor the work of the school thoroughly. They have created a staff calendar which outlines the range of approaches staff use to evaluate carefully the quality and impact of children's learning experiences. They sample children's work, carry out lesson observations and provide staff with helpful feedback. Senior leaders complete self-evaluation summary forms to support the evaluation of a wide range of aspects of the school's work. They use these to reflect on current practice, identify necessary improvements and their desired outcomes. For example, following the self-evaluation of medical procedures they made improvements to how they record and share essential information. This has ensured that all relevant staff receive the information they require promptly to meet the medical needs of children. Senior leaders share whole school overviews with staff which highlight identified strengths and areas for development. They should continue to ensure that they follow up pro-actively all areas for improvement and that all quality assurance activity leads to improved outcomes for children.

- Senior leaders seek and take into consideration the views and ideas from children. They involve children well in evaluating the work of the school and planning positive change through pupil groups, focus groups and assemblies. Staff have begun to involve children in auditing aspects of school life. For example, the pupil council have produced a helpful checklist to support them to monitor school displays. Senior leaders support children to use 'How Good is OUR School?' to evaluate aspects of the school. They use the results of these audits to identify improvements. For example, a recent audit of the school community resulted in the children's finance team making improvements in the school grounds. The children organised a participatory budgeting exercise and used funds to purchase new equipment for their school. This has improved their school grounds, provided children with increased options at social times and helped them learn more about budgeting. Children are ready to become even more involved in evaluating the work of their school.
- Senior leaders use surveys and questionnaires to seek parental feedback to support their evaluation of the work of the school. The Parent Council engage well in discussions about school improvement priorities through headteacher updates. They help shape decision making positively within the school. For example, parental feedback influenced the current school priority to improve homework. Senior leaders should continue to develop approaches to involve all parents more fully in the self-evaluation process. They should ensure that stakeholders fully understand how their views influence change.
- The headteacher and teachers use self-evaluation data appropriately to agree priorities for future improvement planning. This led to the recent focus on improving approaches to teaching and supporting writing in P4 and P5. A few teachers engaged in a range of high-quality professional learning to develop their skills and knowledge in teaching writing. As a result, they have successfully raised attainment in writing for children in both P4 and P5. Senior leaders need to identify clearly, more measurable outcomes and monitor robustly the overall impact of new initiatives and changes to practice. This should help ensure that staff gain a greater understanding of the extent to which changes are leading to improved outcomes for children.
- Teachers take on a range of leadership roles across the school. Most teachers lead and effectively support the work of pupil voice groups. The majority of teachers lead curricular improvements. For example, on the use of digital technologies and play. They value the trust the headteacher has in them to improve the school and their practice. Senior leaders should continue to build the capacity for all staff to lead on aspects of school improvement. As planned, all teachers are now ready to engage fully in professional research and enquiry to develop further their approaches to learning and teaching.
- Most children across the school indicate that they feel valued and believe their voice is heard and views are acted upon. All children take on leadership roles and contribute to influencing change through pupil groups. These include reading ambassadors, the justice squad and the pupil council. Children are highly motivated by their contribution to the school. For example, the rights respecting schools committee are raising children's awareness of their rights and what they mean for them. They have received national accreditation for their work. Children also develop their leadership skills in the classroom and throughout the school with a variety of responsibilities. Older children buddy younger children to engage in a range of fun activities. This is helping to promote important leadership skills in the older children, including communication and relationship building.
- All staff have a good understanding of the school's social, economic, and cultural context. Senior leaders use a wide range of data, to identify children and families who would benefit from additional support. Senior leaders have a clear rationale for the use of Pupil Equity Funding (PEF). They use PEF to employ additional staffing. These staff deliver effective

interventions to support wellbeing and improve literacy outcomes for children who experience barriers to their learning. Senior leaders can evidence that they are effectively closing the poverty related attainment gap.

- The headteacher consults staff on the PEF spend. He shares the plans with parents and children. As a next step, he should involve parents and children more meaningfully in identifying how PEF monies will be spent. This will further influence decision making and help ensure that appropriate interventions are in place to support children's learning and wellbeing.

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

- The headteacher and staff have created a very calm, caring and supportive ethos. Children and staff have a firm understanding of children's rights which they embed in the daily life of the school. Almost all children report that the school helps them to understand and respect other people. Teachers have worked with children to create and agree class charters to share expectations for all. Overall, children behave very well in class and around the school. Relationships across the wider school community are strong and reflect the school's Catholic ethos. Children are polite, respectful and supportive of each other.
- Teachers have created well organised and welcoming learning environments. Where appropriate, they provide children with the choice of working independently out with their classroom. Children enjoy learning in attractive environments both indoor and outdoor. This supports their motivation to learn effectively.
- Across the school, almost all children engage well with learning. At times, learning is too teacher led and a few children disengage with learning as a result. Teachers should now focus on gaining the right balance between direct teaching and children engaging in active learning. They need to provide children with more opportunities to lead their own learning. This will help increase their motivation further and encourage them to develop greater independence.
- In almost all classes, children have opportunities to learn individually, in pairs and as part of a group. Teachers should strengthen approaches for children to experience increased challenging, well-paced lessons across all areas of the curriculum. They need to ensure that transitions between activities are quick to maximise the time children are actively engaged in learning.
- Senior leaders effectively lead work to review and improve the quality of learning and teaching across the school. They include teachers, children and parents in a consultation to set expectations for learning and teaching. As a result, the 'St Andrew's Lesson' is in place to raise expectations and support teachers to understand the features of high-quality learning and teaching. Senior leaders and teachers have identified aspects of their model that need to be embedded across the school. As planned, teachers should continue to engage in high-quality professional learning opportunities to develop their teaching practice in line with the model. This should support them to ensure that quality learning and teaching is consistent in all classes.
- In all lessons, teachers share the purpose of learning with children. Most teachers give clear explanations and instructions. In the majority of lessons, teachers involve children in creating the steps for success. In a few examples, teachers refer back to these during plenary

sessions supporting children to recognise where they have achieved success and their next steps. This effective practice should be rolled out across the whole school.

- In most lessons, teachers use questioning effectively to check for understanding. Children respond well to questioning that encourages them to explain their thinking and build on the answers of others. Senior leaders and teachers have rightly identified the need to improve teacher questioning further to support children's use of higher order thinking skills.
- In almost all lessons, teachers provide quality verbal feedback to children. This is very effective when it links closely to the steps to success. The majority of teachers use formative assessment strategies well to check children's understanding during lessons. Teachers use this information to identify gaps in learning and effectively plan next steps. In almost all classes, children use self-assessment on a regular basis in writing. This helps children to identify their successes and next steps in writing. This should be extended to other curricular areas.
- Children have regular access to a range of digital devices. Across the school, most teachers use digital technology effectively in imaginative ways to engage children in their learning. Children are developing their digital literacy skills through meaningful, real-life contexts. For example, children in P5 use display software to gather, analyse and display data for their 'Fruity Fridays'. This helps all children take part successfully in lessons, especially those who find learning more difficult. For example, children with literacy difficulties use digital tools to help with reading and writing, which is helping them to become more confident and achieve more. Staff use assistive technology effectively and creatively to support learning in outdoor spaces. This promotes inclusive learning across the different learning environments.
- Children across the school have a deep understanding of the skills they are developing through a consistent whole school focus on meta skills. All staff regularly discuss with children the skills they are developing across all curricular areas. This effective approach is enabling children to identify skills they develop and how they apply them to learning.
- The majority of staff are developing a good understanding of play pedagogy through professional learning, visits to other establishments and local authority training. Children in early years, experience an attractive environment which contains a wide range of engaging resources and access to outdoors. Staff provide a well-balanced range of child-led, adult-led and adult initiated activities. They have identified the need to develop observations to support assessment and identify further learning opportunities.
- The headteacher has created a helpful assessment calendar. This identifies clearly the assessments to be used at key points within the year. The results of these assessments are being used to support teacher professional judgments in literacy and numeracy. Teachers use the results of these assessments to successfully identify children's gaps in learning. They use this information well to influence their planning. As a result, they are effectively meeting the needs of the majority of children. Teachers should ensure they are better meeting the needs of children requiring further challenge.
- Staff moderate in a range of ways to develop a shared understanding of national Benchmarks. At cluster level, staff recently worked with colleagues to support professional judgements in numeracy. They have plans to work with colleagues, across the authority, to support professional judgements in writing. This should support teachers to develop further a shared understanding of children's progress within and across Curriculum for Excellence (CfE) levels and in different curricular areas. This will help to ensure that professional judgements are even more robust and reliable.

- All teachers plan for the long, medium and short term. They plan progressively in literacy and numeracy using the local authority four stage model. Teachers plan other curricular areas through an approach that links experiences and outcomes. Senior leaders and staff have identified the need to improve further their approaches to planning that links learning across different curricular areas. This should ensure children experience progression in other curricular areas. They need to ensure that children are fully involved in planning learning.
- The headteacher meets with staff three times a year to track children's progress in literacy and numeracy. These meetings provide staff with valuable opportunities to review data and engage in robust discussions about children's progress. They use the information gathered during these discussions to identify children who require additional support and those who may be impacted by socio-economic factors. This supports senior leaders and teachers to plan and deliver interventions that successfully improve outcomes for children.

2.2 Curriculum: Learning pathways

- Staff make use of progression pathways in literacy, numeracy, religious and moral education and modern languages. These are based on CfE experiences and outcomes and the national Benchmarks. They use these well to ensure that children's experiences are built on prior learning.
- Staff plan learning for other curricular areas based on linked CfE experiences and outcomes and the national Benchmarks. This supports children well to make connections between learning in health and wellbeing, science, social studies, technologies and expressive arts. Staff have plans to refresh these as part of their current school priorities. This should allow them to ensure connections are more meaningful and relevant.
- Across the school, children are developing skills for learning, life and work through a progressive, skills pathway. They can explain confidently how their work across all areas of the curriculum supports their personal skills development. Staff organise My World of Work events where visitors explain to children the skills required for their chosen career. Children enjoy these events. They support them well to consider the skills they will require for their future.
- Staff have developed close working links with the local secondary school. These provide children with a range of wider opportunities. For example, older children participate in a range of science, technologies, engineering and mathematics opportunities such as a science fair and a bridge competition. This supports transitions, builds relationships and develops children's skills in collaboration and communication.
- All children in P1-7 access their entitlement to a progressive 1+2 modern languages programme. As children move through the school they participate in conversations in French, using key phrases and questions. All children in P4-7 enjoy learning Spanish words and phrases.
- In all classes, children have access to two hours of physical education (PE). These sessions take place indoor and outdoor. Children develop skills in team games and learn about the positive impact of sport on their physical and mental wellbeing. Staff should introduce a progressive pathway for PE to improve further the quality of children's learning in this area.
- Children develop a strong understanding of their faith and other world religions through a well-planned religious education programme. The headteacher plans appropriate religious observance in school and through the local parish and school prayer services linked to the liturgical year.
- All children have access to a fully enclosed playground, multi-use games area and woodland within the school grounds. Children access these areas through regular planned time allocations. This provides children with experiences to develop their motor skills and engage well with nature. This supports children to be responsible citizens.

2.7 Partnerships: Impact on learners – parental engagement

- Almost all parents feel that the school encourages children to treat others with respect and most feel that staff treat their child fairly and with respect. Parents feel comfortable approaching the school with questions, suggestions or problems. They appreciate the helpful and regular feedback they receive about their child's learning and feel their child is making good progress. A minority would welcome further advice on how they can support their child's learning at home.
- Staff use a variety of creative ways to share children's learning with parents about the work of the school. Parents value this. Staff provide a wide range of parental opportunities including Fun31 and Woodland Wednesday. These give parents the opportunity to share their skills and support wellbeing and learning across the school. Staff have established robust and inclusive processes to ensure children and families are well-informed and actively involved in transitions. They facilitate highly valued transition sessions for parents. These sessions are well-received and provide meaningful opportunities for dialogue, reassurance, and shared understanding. As a result, parents feel empowered and better equipped to support their child. A few parents work with senior leaders to help welcome new families to the school. This support is especially helpful for families who have English as an additional language. It helps them feel relaxed, welcomed, and confident to ask questions in a supportive environment.
- The school is supported by an active Parent Council. Almost all parents feel encouraged to be involved in the work of the Parent Council. The Parent Council supports school events and raises funds to enhance children's experiences. For example, they used funds to help reduce the cost of the school day and support equity of access to activities and events.

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 that need to be addressed as a matter for urgency.
- Following the inspection the education authority, working with the school, have taken forward areas for improvement in safeguarding which required urgent action. HM Inspectors have reviewed information relating to these areas for improvement. HM Inspectors are satisfied with the response taken by the education authority and do not require any further information.

3.1 Ensuring wellbeing, equality and inclusion

very good

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Children and staff experience a real sense of belonging at St Andrew's Primary School. Staff embed children's rights, positive relationships, their gospel values and the wellbeing of children, staff and families into the school ethos. They demonstrate a high level of commitment to the nurturing and restorative approaches in the school. Staff know children well and have a good understanding of their strengths, family circumstances and individual needs.
- Staff have established a wide range of approaches for children to share information about their wellbeing. Senior leaders and teachers provide children with a warm welcome to school every morning and ask them to complete a check-in. They monitor children's responses. This ensures that they identify any emotional needs early and provide children with any required support. All children complete a wellbeing survey twice a year. Senior leaders analyse the results of this and provide support when required. For example, they held a focus group with children who had responded negatively to an aspect of the survey. This ensured that staff were fully aware of the reasons for the children's feelings. As a result, the children received support which improved that aspect of their wellbeing. As a next step, senior leaders should track wellbeing for all children in order to identify patterns and trends. This should allow them to target health and wellbeing activities for specific classes or cohorts.
- The head teacher and principal teacher provide pastoral support to all children and act as a key contact for teachers and parents, helping to form the team around the child approach. They offer children an opportunity to speak to them privately in a bubble time. Requests for bubble time are confidential. Children value this and almost all say they feel safe at school and have someone to speak to if they are upset or worried.
- Most children have a very good understanding of the factors that contribute to positive wellbeing. They are confident discussing how they can keep themselves healthy and safe. For example, they know the importance of choosing a healthy snack and building their endurance and stamina. Staff provide children with a range of creative ways to support work on anti-bullying. For example, children engage in texts and watch performances which promote discussion and allow them to identify how to recognise and respond to bullying. Staff have successfully introduced a programme to support children with their social and emotional health. As a result, almost all children are able to talk about their feelings, and the actions they can take to make improvements to their wellbeing.
- Senior leaders have established pupil groups and initiatives to support children to lead on aspects of wellbeing. These include the justice squad, playground leaders and buddies. Children speak positively of the impact these roles are having on their wellbeing. They enjoy working with others and developing their confidence in making decisions. Children in P5 speak positively about the potted sports days and Fruity Fridays they organise. These encourage all

children to try new activities and foods and improve the health of the whole school. Through this they are developing leadership, communication and collaborative skills.

- Almost all children feel that their school teaches them to lead a healthy lifestyle. They get lots of chances at school to get regular exercise. Most children participate in, and enjoy, physical activities and sports beyond their planned PE lessons. A variety of options for regular exercise are available after school, including badminton, football and multi-sports. These improve children's physical fitness and develop their skills in teamwork.
- A range of partners support children in their wellbeing and development. Staff liaise effectively with partner agencies to support individual children and families, and address identified issues. These partnerships are securing positive outcomes for children and enhancing the children's learning in aspects of health and wellbeing. For example, children have improved their knowledge of online safety and the risks associated with smoking.
- Senior leaders and staff are fully aware of their statutory duties. All staff have a strong understanding of their roles and responsibilities in relation to 'Getting it Right for Every Child'. Teachers and support staff work very well together to ensure that they meet children's needs. Senior leaders have well-established and effective systems in place to identify and support children who require additional support. Children are identified early, well supported, and make very good progress from prior levels. Senior leaders plan effectively using wellbeing plans and individual support plans. They regularly review these alongside children and their families. This helps to ensure that the views of children and families are well considered in plans that affect them. As planned, senior leaders should continue to fully involve teachers in the creation of these plans. This should ensure that teachers can better plan to meet the needs of all children as part of their inclusive learning approaches within their class. A few children are receiving input out with their class, away from their peers. Senior leaders need to consider how individual children's needs can be met better in class to ensure this increases children's experience of inclusion and equality.
- Staff engage well in a range of relevant professional learning to enable them to support children's wellbeing effectively. Almost all staff make effective use of nurturing approaches and trauma informed practice to support children within the class setting. All staff have increased their ability to support children exhibiting distressed behaviour and attachment difficulties. This is helping children to develop resilience and overcome difficulties. Children appreciate opportunities to use breakout spaces where they can be calm and relax. This improves their engagement. Almost all staff use helpful strategies like visual aids, simple instructions, and clear routines to meet the needs of all children.
- Staff have undertaken a proactive and strategic approach to develop children's skills in conflict resolution. They recognise this as key to fostering life skills, enhancing classroom behaviour, and minimising disruptions to learning. This work is embedded within the school's nurturing, inclusive, and emotionally literate environment. Almost all children demonstrate a strong ability to self-regulate. They show maturity and empathy in managing their own behaviour while showing respect for others. The justice squad have designed and implemented a 'sort it out' sheet. This provides a highly effective peer-led, restorative approach to resolving conflict. Older children engage confidently and independently with this process while younger children receive appropriate adult support. As a result, children and staff feel that behaviour across the school has improved significantly. Older children routinely resolve interpersonal difficulties without the need for staff intervention. This enhances the school's strong culture of responsibility, mutual respect, and emotional resilience further.

- Staff plan and provide a range of strategies to support children with transitions. These include school visits, well established buddy programmes and enhanced transitions for identified children. These strategies promote confidence, connection, and continuity, enabling children to feel safe and supported as they experience transitions.
- Staff and children show a strong respect for the different cultures within the school community. Children take an active role in promoting inclusion and celebrating diversity across the school through leading assemblies and pupil voice opportunities. They regularly share their own cultural backgrounds in class, at assemblies, and during school events. Children talk confidently about inclusion and diversity, and all children feel included and welcome at school. Children's voice is a key feature of this effective work. The school library is bright and welcoming, offering a wide range of books that reflect different cultures, religions, and protected characteristics. Reading ambassadors, alongside their peers, choose these books, which helps make learning more relevant, inclusive, and enjoyable for everyone.

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, attainment in literacy and numeracy is very good. In June 2025, all children in P1 achieved expected CfE literacy and numeracy levels. Almost all children in P4 achieved expected CfE levels in listening and talking and numeracy, and most P4 achieved in reading and writing. Most children in P7 achieved expected CfE levels in literacy and numeracy. Across the school a significant minority are capable of achieving more and a few children exceed national expectations in literacy and numeracy.

Attainment in literacy and English

- Overall, most children make very good progress in their learning in literacy and English. The schools involvement in a national improving writing programme is having a positive impact on all children in P4 and P5.

Listening and talking

- Almost all children who have recently achieved early level, enjoy listening to and joining in with stories, songs, and rhymes. Most children share their thoughts and ideas with others. At first level children contribute to group discussions and engage with others for a range of purposes. Most children recognise simple differences between fact and opinion. At second level, all children use posters or PowerPoint to support oral presentations to their peers. They show respect for the viewpoint of others and contribute relevant ideas, information and opinions during group discussions. Children across the school would benefit from increased opportunities to develop listening and talking skills with increasingly complex ideas and specialist vocabulary.

Reading

- Children who have recently achieved early level recognise initial sounds and blend combinations of letters. They talk confidently about their favourite stories. At first level, almost all children select different texts regularly for enjoyment using the cover, title, author, illustrator and blurb. They read aloud a familiar piece of text adding expression and show a firm understanding. Almost all children at second level express an enthusiasm towards reading. They regularly select fiction and non-fiction texts for enjoyment and explain preferences for particular texts and authors. Children at first and second level would benefit from creating different types of questions to show understanding of texts.

Writing

- Almost all children who have recently achieved early level, write to convey ideas, messages and information in different ways in play and real contexts. At first level, most children spell commonly words used correctly and link sentences using common conjunctions. They would benefit from practice in using notes to help plan their writing. At second level, almost all children create a range of short and extended texts regularly for different purposes. They use

accurately a range of punctuation. For example, children use accurately capital letters, full stops, commas, speech marks, exclamation marks, question marks and apostrophes. A minority of children would benefit from improving the presentation of their written work.

Numeracy and mathematics

- Overall, most children make very good progress in their learning in numeracy and mathematics.

Number, money and measure

- Almost all children who have recently achieved early level, confidently count forwards and backwards to 20. They identify a missing number in a sequence to 20. At first level, almost all children round numbers to the nearest 10 and 100. They read, write and order whole numbers up to 1,000 and add and subtract three digit numbers. Almost all children at second level solve four digit addition and subtraction calculations successfully. Most confidently write simple fractions as decimals and percentages. Almost all demonstrate understanding of budgeting and finance. They should continue to apply their numeracy skills to multi-step word problems in a range of problem-solving contexts.

Shape, position and movement

- Children who have recently achieved early level, confidently name two-dimensional shapes including hexagons and pentagons. They describe the properties of two-dimensional shapes and use this knowledge to recognise described shapes. At first level, almost all children accurately describe the properties of simple two-dimensional shapes and three-dimensional objects. They correctly identify right-angles and lines of symmetry in a range of two-dimensional shapes. At second level, almost all children accurately identify and describe a range of angles including acute, obtuse and reflex angles. They confidently describe and compare the properties of a range of two-dimensional shapes and three-dimensional objects. They should apply their mathematical knowledge to more complex shape calculations.

Information handling

- Almost all children who have recently achieved early level, gather and record information in different ways such as tally marks and pictorial charts. At first level, almost all children use information to create different types of graphs and talk confidently about their real life experience of using graphs. Almost all children at second level successfully present information in a range of ways including line graphs, bar graphs and pie charts. They confidently convert information from one type of graph to another and interpret data successfully.

Attainment over time

- Senior leaders and staff have maintained high standards of attainment across the school over time. Overall, attainment has been in line with or above national averages at P1, P4 and P7. Senior leaders have robust systems and processes to monitor and track attainment in literacy and numeracy over time. There is clear evidence that the school has raised attainment for almost all children over time. Senior leaders discuss with staff the progress and attainment of individuals and cohorts of children regularly. The headteacher should now consider how to develop further the current systems and processes to track children's progress across all areas of the curriculum.
- Senior leaders and staff collect a range of attainment data for individual children over time. They use this information well to understand how children are achieving at different stages and to track individual progress. This gives them a clear and accurate picture of children's attainment, progress, and the impact of any support. Senior leaders use this data effectively to put in place targeted support where it's needed to close any attainment gaps. Senior leaders

should continue to support staff to make more use of the data available to plan additional challenge for those capable of achieving more.

- In session 2024-25, overall attendance was 94.7%. Senior leaders and staff make very effective use of the local authority policy on attendance to monitor closely the time keeping and attendance of all children. They have a good understanding of the reasons for absence, with the majority being due to family holidays. Senior leaders effectively identify children who have patterns of absence and have built strong supportive relationships with families who need extra support. Senior leaders successfully promote the importance of attendance through regular communication with families. They work well with the Parent Council and produced a short video to help children and families understand the consequences of absence on children's attainment and achievement. As a result, children's attendance has increased. Senior leaders should continue to prioritise this focus on improved attendance. There are no children on part time timetables.

Overall quality of learners' achievements

- Staff across the school actively recognise and celebrate children's achievements within and out with school. They do this well through assemblies, digital platforms, certificates, and displays. Children take pride in earning local and national awards, including sports awards, and national accreditations. These successes help build their confidence and sense of accomplishment.
- All children take on a variety of leadership roles and actively contribute to pupil groups. For example, house captains and the kindness crew lead whole-school initiatives and help promote positive change. By taking part in these groups, children grow into confident individuals and develop important leadership and communication skills.
- Children take part in a range of after-school clubs, including multi-sports, lacrosse and the inclusive dance club. All children gather information in their 'all about me' folder to share their wider achievements. Staff use this information to identify children at risk of missing out. They have created a digital tracker to provide an overview of the achievements of identified children. This has supported them to identify patterns and trends and provide increased opportunities for a few children. Senior leaders should continue to roll this out across the school for all children.

Equity for all learners

- Almost all staff know children and their families very well, which helps them provide sensitive and personalised support. They work closely with the Parent Council to reduce the cost of the school day for families. The school office runs a well-used pre-loved school uniform initiative, which supports families in a practical and respectful way. School staff also signpost families to a wide range of local services and support, helping them access what they need when challenges arise.
- The headteacher has a clear and strategic plan for using PEF. He allocates it creatively to support both universal and targeted interventions, including additional staff and resources to raise attainment in literacy and numeracy. PEF also funds outdoor learning and cultural experiences that enhance children's wider experience of the world, promoting equity and learning. Senior leaders track the impact of these interventions well, and the data shows they are closing gaps successfully and accelerating children's progress.

Practice worth sharing more widely

Senior leaders identified the need for a consistent, whole-school approach to the teaching of meta-skills to support children in understanding, developing, and applying these skills across learning. In response, a structured and progressive programme has been implemented through daily 'Skills Start' sessions in every class. These sessions provide a weekly focus on specific meta-skills. They offer opportunities for children to explore what the skills are, how they are used, and how previously introduced skills continue to be relevant.

This consistent approach has resulted in children developing a deep and meaningful understanding of the meta-skills they are learning. Across the school, children can confidently articulate the skills they are focusing on and describe how these skills are applied within different areas of the curriculum. Staff engage in regular, purposeful dialogue with children about their skills development, supporting them to make clear connections between learning and transferable skills. As a result, children are becoming increasingly reflective and skilled in identifying and applying meta-skills to enhance their learning.

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.