

Summarised inspection findings

Dalry Primary School

Dumfries and Galloway Council

7 October 2025

Key contextual information

Dalry Primary school is a non-denominational school situated in the village of St John's Town of Dalry in Dumfries and Galloway. Forty-three children currently attend the school organised across two multi-composite classes. The school has a nursery class that provides early learning and childcare for children aged three to those not yet attending school.

The acting headteacher has been in post since August 2024. She has been employed on termly contracts. The recruitment for a permanent headteacher is now underway. The acting headteacher is also acting headteacher of another small school. The school has experienced a number of staffing changes in recent years.

1.3 Leadership of change	weak
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	

- Parents, staff and partners speak positively about the approaches the acting headteacher is taking to begin to improve key aspects of the school's work. She has taken steps to re-establish positive relationships across the school community. Staff and parents have trust in the acting headteacher. They are ready to support her to undertake the significant work that is required to improve all aspects of the school. As a matter of priority, local authority officers need to work with the school community to improve experiences and outcomes for all children at pace.
- The acting headteacher has identified correctly the need to review and update the school values. She has plans to take this work forward with children, staff and stakeholders, next session. Children and staff would benefit from a new set of school values. These values should be underpinned by raised expectations around respectful relationships, being ready to learn, challenge and ambition. This will help to develop more positive, respectful relationships and learning experiences for all children across the school.
- The acting headteacher is beginning to prioritise pupil voice across the school. She is taking greater account of children's views to inform whole-school improvement. As a next step, the acting headteacher should develop approaches to involve more fully all stakeholders in the school improvement process. This will support her in creating a shared understanding of the emerging strengths and areas for improvement across the school community.
- Supported by the local authority, the acting headteacher has put in place a school improvement plan (SIP). However, the SIP is not based on sound self-evaluation evidence and does not reflect the significant improvement needed. As a priority, the acting headteacher should devise a SIP that reflects accurately the needs of the school. The acting headteacher should ensure the SIP outlines clear, measurable outcomes. She should include the key actions required to affect positive change and the steps to be taken to monitor and evaluate

progress towards identified priorities. There is a significant need to ensure the pace of change is well-managed.

- The acting headteacher has developed a helpful whole-school quality assurance calendar. This highlights a range of quality assurance activities to gather evidence about the work of the school. However, this area of the school's work is not sufficiently developed or understood by all staff in order to effect positive, necessary change and improvement. The acting headteacher needs to build on current approaches to quality assurance to ensure that all planned activities identify more clearly what is working well and what needs to improve. She needs to provide teachers with clear, recorded feedback that outlines individual next steps that will improve learners' experiences. Moving forward, all staff need to begin to engage more fully and more regularly, with national standards and expectations around self-evaluation and quality assurance.
- Teachers are at the very early stages of engaging in moderation and professional discussion with colleagues from other schools. Teachers do not yet have a sound understanding of national Benchmarks. The acting headteacher needs to take prompt action to strengthen teachers' confidence in applying national standards and expectations to all aspects of their planning for learning, teaching and assessment. This work should be taken forward at pace to secure improved outcomes for children across the school.
- The acting headteacher has developed a plan for the use pupil equity funding (PEF). Staff and the Parent Council are not currently involved in shaping the PEF plan. The acting headteacher has prioritised additional staffing and resources to increase support for learning for targeted children. As a next step, she needs to develop further tracking and monitoring of PEF allocation to ensure that staff can evidence clearly the impact of interventions. The acting headteacher needs to ensure that all stakeholders are fully consulted on the use of PEF and are given relevant information about progress.
- Children now have a few opportunities to lead change and improvement in their school. Older children act as class representatives, house captains and vice captains. They gather the views of their classmates and share these at meeting with the acting headteacher. Older children take on roles that involve promoting children's rights. A few of these children speak about the contribution they make to the school. A few identify the skills they have developed and used through their participation, such as planning and communication skills. Children speak positively about the newly established pupil voice groups and the recently formed pupil council. They share their action plans with others at assemblies. This is beginning to improve children's engagement in school decisions and helping them to recognise that their voices and opinions are informing improvements.
- At times, children lead assemblies to tackle issues which are important to them. Children created anti-bullying superheroes and led an assembly to share their work. Staff should build on this positive start by extending opportunities for all children to take on leadership roles. Children are ready to take a more active, regular and well-planned role in leading change and improvement. In particular, children have strong views about how to improve their learning experiences. Staff should ensure that pupil leadership opportunities become a more prominent force for change, action and improvement across the school.

2.3 Learning, teaching and assessment

unsatisfactory

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 are major weaknesses in this aspect of the work of the school. The acting headteacher, supported by local authority officers, needs to take immediate remedial action to improve the quality of learning, teaching and assessment across the school. As a matter of urgency, they need to ensure all children access their entitlement to experience learning across all areas of the curriculum. Staff need to ensure all time in school is used effectively to provide children with high-quality learning experiences based on Curriculum for Excellence experiences and outcomes. There is an urgent need to ensure all children receive the right support to allow them to engage in their learning.
- Most lessons are negatively impacted by low-level disruptive behaviour. Teachers do not always address low-level disruptive behaviour in a timely manner. As a result, behaviour escalates and has a significant impact on children's learning experiences. A few children require one-to-one support to manage their emotions and regulate their behaviour. Children across the school find it upsetting when others display dysregulated behaviour. As a matter of urgency, the acting headteacher, supported by the local authority, should take immediate action to improve approaches to managing behaviour and ensure all children are supported feel safe at school.
- Across the school, a majority of children get on well with each other and adults. Children are beginning to learn about their rights through the assembly programme and in class. Teachers should continue to work with children to develop further their understanding of children's rights as they take forward work on positive relationships.
- The acting headteacher has rightly identified the need to urgently improve approaches to learning and teaching across the school. She has worked well with staff to evaluate and improve the learning environment. Teachers create bright displays of children's work in corridors. This helps children to celebrate their own and others' learning and achievements. Staff have taken initial steps to make the environment more inclusive. Teachers display visual timetables to help children know the order of the day and have created calm, quiet spaces for children who may need time to regulate their emotions. However, this is not yet supporting children to manage their feelings and engage in their learning. Too often, children disengage from their learning and do not experience consistent support to help them reengage with their learning. Children access interesting spaces to learn and play. Parents have helped to develop the extensive outdoor area where children enjoy increased opportunities to take their learning outdoors. Children access a well-stocked library and computer suite. Teachers should continue to make more effective use of the spaces across the school to motivate and engage children in their learning.
- The acting headteacher has worked with staff to create a learning and teaching policy that is informed by a range of national guidance and research. However, the policy is not yet

leading to improvements in learning and teaching. Children do not experience learning that is of a sufficiently high enough standard. The pace of learning is too slow across the school resulting in most children disengaging from their learning. Teachers' timetabling does not maximise available learning time. Children spend significant time each day waiting on lessons to begin. The acting headteacher should review the structure of the day and ensure children do not lose important learning time at points of transition, for example, before and after breaks. In most lessons, planned activities do not meet the needs of all learners. The headteacher and staff now need to take forward at pace plans to improve children's learning experiences. Teachers need to engage in professional learning to develop further their understanding of the features of high-quality learning and teaching. This should include planning learning that builds well on what children know.

- Overall, teachers' explanations and instructions are clear. However, teachers do not always ensure children are listening or engaged before they give instructions or direction. Teachers need to establish clear, high expectations for all children and ensure low level disruptions are addressed promptly. In most lessons, teachers ask children questions to check their understanding of tasks and to recall information from previous tasks and activities. In a few lessons, teachers ask questions that help children to think more deeply about their learning. In most lessons, teachers share what is to be learned. Children are not yet able to articulate the purpose of their learning or talk confidently about what they need to do to be successful. In a few lessons, children are beginning to develop helpful skills in self-assessment. Teachers now need to develop approaches to help children identify their strengths and areas to improve.
- Staff have taken positive steps to introduce play pedagogy in the younger class. They have developed attractive spaces to provide opportunities for children to learn and play. Teachers recognise their successes and where practice continues to improve and develop. As staff develop further their approaches to play-based learning, it will be important to look at the balance and quality of teacher directed, teacher initiated and child-initiated experiences. This should help teachers to ensure all children experience the right level of challenge in all aspects of their learning. Staff should also extend their work with practitioners in the early learning and childcare class. This will support them to develop a clearer understanding of progress across early level.
- The assessment information teachers gather is not valid or reliable. The acting headteacher has taken positive steps to improve approaches to assessing children's progress in learning. This includes the introduction of a clear assessment calendar outlining the range of standardised assessment tools to be used in literacy and numeracy. Teachers are overly reliant on this standardised data, and it is currently the only evidence of children's attainment in literacy and numeracy. The acting headteacher should work with staff to develop a shared understanding on a broader range of assessment information that should be gathered. Teachers need to ensure that ongoing classwork supports their judgements on children's progress.
- Teachers do not yet have a sound understanding of national Benchmarks in literacy and numeracy. They have recently engaged in moderation activity with local schools. This is not yet supporting an improvement in the reliability of their judgements on children's progress and attainment. As a priority, teachers should work with staff within and beyond their school to develop a clear and robust understanding of national standards and expectations.
- Teachers have very recently started to use progression pathways to plan learning experiences in literacy and numeracy. They plan learning activities across a few curriculum areas using contexts for learning. This ensures coverage of Curriculum for Excellence

experiences and outcomes. The staff team needs to review the planning of learning and teaching to ensure all activities and tasks are sufficiently challenging and meet children's needs and interests. Teachers should increase their expectations for what children can achieve. This should include the pace at which they can work and the quality of their written presentation. Teachers should develop approaches to planning to ensure children experience appropriate breath, depth and challenge in all of their learning.

- The acting headteacher has introduced termly meetings with class teachers to discuss children's progress. She is at the very early stages of tracking more closely children who may require additional support with their learning. This includes children with additional support needs, children who access support through Pupil Equity Funding and children who are care-experienced. However, teacher judgements are not supported by robust or reliable evidence. As a matter of urgency, the acting headteacher needs to continue with plans to provide greater levels of challenge to teachers when discussing children's progress and attainment. She should ensure tracking discussions focus more clearly on gaps in children's learning and have a clear focus on supporting all children to make the best possible progress in their learning.

2.2 Curriculum: Learning pathways

- Children do not receive their entitlement to a broad general education (BGE). The acting headteacher, with support from the local authority, should take immediate action to review the structure of the school day and balance of curriculum areas. They should support staff to ensure all children access high quality learning in all curriculum areas.
- The acting headteacher has recently introduced local authority progression pathways to plan learning in literacy and numeracy. Teachers are at the very early stages of using these progression pathways to plan effectively learning in literacy and numeracy that builds on what children already know. The acting headteacher should continue to support teachers to plan learning in literacy and numeracy that is progressive and provides opportunities for children to consolidate and deepen their learning.
- Teachers plan learning projects to provide some coverage of experiences and outcomes across a range of curriculum areas. Children experience a few interesting activities and experiences through this approach. Older children create pop art to showcase their Scots language learning and younger children learn about traditional Australian art techniques. The acting headteacher should now introduce progression pathways for all curriculum areas. Teachers should use these progression pathways to plan learning that provides appropriate progression and depth in all aspects of children's learning in line with national expectations.
- Children across the school learn French. They do not learn a second language. Teachers should revisit their 1+2 languages policy approach, ensuring all children experience learning in line with national guidance that builds on their prior knowledge and skills.
- Children participate in physical education (PE) twice each week. Children enjoy opportunities to develop sports skills through inputs from local clubs, for example, the local ice hockey team. Staff's current approaches to timetabling means that children do not access their entitlement to two hours of quality PE each week. Teachers should act quickly to ensure all children access their entitlement.
- Teachers plan an increasing range of outings to enrich children's learning. Children enjoy visiting Loch Ken to work with the local rangers. They find a range of animals and minibeasts in area and explore habitats.

2.7 Partnerships: Impact on learners – parental engagement

- The acting headteacher has built positive relationships with parents. She is highly visible and spends time in the playground each day for 'meet and greet' sessions as children arrive at school. Parents value this opportunity to meet informally with the acting headteacher to pass on information and ask questions. Almost all parents feel comfortable approaching the school with worries or concerns.
- The acting headteacher engaged with parents to improve approaches to home school communication. She responded quickly to their views and introduced helpful monthly newsletters to share information about the life and work of the school. Class teachers issue termly overviews to let parents know what children will be learning. The acting headteacher should continue to work with parents to strengthen further approaches to communication.
- The acting headteacher actively encourages parents to be involved in the life of the school. A few parents act as helpers within the school. They lead paired reading sessions, help at the cooking club and support school trips. Parents enjoy attending social events in school such the 'Sing into Spring' concert and Scots poetry competition. A few parents attended a recent autism information event and a literacy open morning. This approach is beginning to help parents understand what and how children learn and how they are supported to learn in school.

2.1 Safeguarding

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

3.1 Ensuring wellbeing, equality and inclusion

unsatisfactory

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

- There are major weaknesses in this aspect of the work of the school. The acting headteacher, supported by local authority officers, needs to take immediate remedial action to improve approaches to ensuring wellbeing, inclusion and equality. They need to ensure that all staff comply with their statutory duties to improve outcomes for children. As a matter of urgency, staff need to put in place robust, outcome focused plans for children who require additional support with their learning and wellbeing.
- All staff demonstrate a commitment to supporting the wellbeing of all children. Staff work well with most children to try to ensure interactions are positive, encouraging and caring. As a result, almost all children feel they have trusted adults in school they can talk to. Staff endeavour to manage highly dysregulated behaviours in a calm, warm manner. However, further and more intensive trauma informed practice is needed as a matter of urgency to develop improved nurturing approaches. This will help to provide children and families with more timeous, targeted support when facing challenges.
- A minority of children talk about a few wellbeing indicators and how these relate to their lives at school, at home and in the community. However, children are not yet confident in talking about their wellbeing or steps they can take to improve their wellbeing. Teachers should continue to develop children's understanding of wellbeing during health and wellbeing learning activities. This will help to ensure all children can communicate confidently about what it means to be safe, healthy, achieving, nurtured, active, respected, responsible and included.
- Children have increased opportunities to play and be physically active. A few children identify important features of a healthy lifestyle, for example, food choices and the importance of exercise. Children now need support to develop their awareness of expressing the features of how they can lead a healthy lifestyle, through food, exercise and positive mental health. Partners and local clubs and organisations provide a range of experiences for children including, football competitions and curling and ice hockey taster sessions. As a result, the number of children across the school involved in regular sports and physical activity beyond physical education continues to increase. The acting headteacher and staff are at the early stages of capturing data highlighting the proportion of children who take part in activities to promote a healthy lifestyle. As a next step, staff should develop ways to track and monitor the skills that children are developing through wider learning activities.
- Staff have taken initial steps to begin to raise awareness of children's rights. This is not yet impacting positively on the work of the school. Children's rights need to be more prominent through staff's everyday interactions with children in their learning. Rights-based learning is not yet a prominent feature of the school community. As planned, staff should provide further

opportunities for children to explore and learn about the United Nations Convention of the Rights of the Child (UNCRC). This will help children to develop an understanding of their own rights and those of their peers and others in the world around them. Staff should capitalise on this area of the school's work more to develop improved positive working relationships among children and raised expectations and respect for each other during learning activities.

- A majority of children believe that they are treated with respect by their peers and that other children behave well. A few children and parents feel bullying is not always dealt with well. Staff seek children's views on aspects of safety in school. This is beginning to support staff to identify areas of focus that are important to children, such as playground behaviours. All staff should continue to embed the school's positive relationships policy which also promotes positive behaviour. Children would benefit from taking a lead role in this area. This will help all children to discuss how they feel and develop confidence and resilience in peer relationships.
- Approaches to supporting children who require additional support with their learning or wellbeing is a major weakness across the school. All staff do not yet fully understand and enact their statutory responsibilities in relation to meeting the additional support needs of learners. This is diminishing children's outcomes and learning experiences. As a priority, the headteacher should take immediate action to ensure all children who require a support plan have one in place. Staff should develop clear systems and processes to monitor and evaluate children's individual plans. This will allow staff to evaluate the impact of planned support and interventions and to decide whether or not interventions should continue, be altered or discontinued. All support plans for children should have parental agreement and sign off. In line with good practice, all plans should also include pupil voice to show their awareness of the targeted support being provided for them through their plans.
- Staff do not ensure all children who are entitled to be considered for an individualised educational programme are currently considered. This needs to be addressed as a matter of urgency. The school's approaches to its fulfilment of statutory duties need to be fully embedded in legislation and national guidance as a priority.
- Children who access targeted support with a learning assistant do not always receive appropriate support in class. As a result, children are not supported to access their learning and overcome barriers they may face. The acting headteacher should take prompt action to ensure that all children's learning needs are known by all staff and that all children are supported across their learning experiences.
- A few children have been identified as requiring support that includes positive handling or physical interventions. There is an urgent need for staff to ensure that any child identified as requiring this support has a clear plan in place. The acting headteacher must ensure plans include a timeline with interventions and planned supports to allow safely the discontinuation of the handling or restraint, if this is appropriate over time. The local authority staff need to work with the school to ensure all staff are appropriately trained in handling and restraint.
- The acting headteacher uses assemblies to facilitate discussions on acceptance and diversity. However, children are not yet skilled at discussing prejudice and bias. They are not confident in challenging discrimination. The acting headteacher should work with staff to ensure children have regular opportunities to explore protected characteristics and to develop skills that allow them to speak out about topic that matter to them. Older children would benefit from opportunities to explore misogynistic attitudes and gender stereotypes.

3.2 Raising attainment and achievement

unsatisfactory

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

- There are major weaknesses in this aspect of the work of the school. Children do not experience progressive learning in numeracy and mathematics and literacy and English, as result they are not making progress in line with national expectations. Current data on progress and attainment is not supported by reliable evidence. The acting headteacher, supported by local authority officers, needs to take immediate remedial action to gather accurate information about children's progress and attainment.
- At the time of the inspection, the school roll comprised of small cohorts of children at each stage. As a result, children's attainment and progress is expressed in overall statements, rather than for specific year groups or CfE levels.
- The acting headteacher has taken initial steps to improve the reliability and robustness of teacher's professional judgements on children's progress and attainment. However, she recognises that current achievement of a level data is not robust. As a matter of urgency, she should work with staff to ensure the achievement of a level data for session 2024/25 for children at P1, P4 and P7 is accurate.

Attainment in literacy and numeracy

- Staff are unable to provide robust evidence of children's progress and attainment. Overall, most children make insufficient progress in literacy and English and numeracy and mathematics. Across all stages, children are capable of making better progress.
- Children who require additional support with their learning make insufficient progress in their learning.

Attainment in literacy and English

- Overall, children make insufficient progress in literacy and English as they move through the school.

Listening and talking

- Overall, children are not yet skilled at applying their listening and talking skills across their learning or during social situations. At all stages, children need support to build progressively on their listening and talking skills. A minority of children listen well in class and follow simple instructions. Younger children talk about their experiences with adults and other children. Most younger children take turns when playing games. A few children at the early stages require more structured support to develop their speech. Staff should take steps to ensure appropriate interventions are planned and delivered. Across the school, a minority of children require support to listen to the adults in class and to their peers. Older children plan and

deliver presentations and speak with increasing confidence at assemblies. Most older children require support and encouragement to share their views and opinions.

Reading

- Across the school, children do not experience appropriate levels of challenge to develop their skill and confidence as readers. They need planned opportunities to engage with a wider range of texts that reflects their interests encourages a love of reading. Most younger children recognise initial sounds. They are beginning to recognise blends. Most are learning to use their knowledge of sounds to read simple words. A majority of younger children recognise familiar words from their reading book. As children move through the school, they skim and scan texts to find key pieces of information. A minority of older children summarise the plot of their class readers and library books well. A majority of older children are developing skills in note taking to help them identify the main idea of a text. Children are not confident reading aloud. They answer simple questions about text but are not yet confident in identifying or answering inferential and evaluative questions. Older children do not currently demonstrate a love of reading. They identify a few features of books they like. They are not yet able to explain with confidence the reason they select a book or their thoughts and opinions on authors' style and techniques.

Writing

- At all stages, there is insufficient evidence of children's progress in writing. Younger children know that sentences need a capital letter at the start and a full stop at the end. Most younger children copy words and sentences written by adults. A few children write independently. Older children learn about spelling patterns and rules. A minority of children use their knowledge to spell unfamiliar words. Older children are aware of techniques such rhetorical questions and emotive language. They are not yet applying this knowledge to their own writing. Children across all stages require more opportunities to write at length. There is an urgent need to ensure all children build more progressively on their writing skills.

Numeracy and mathematics

- Overall, most children make insufficient progress in numeracy and mathematics. At all stages, almost all children are capable of making better progress.

Number, money and measure

- Most younger children count on and back confidently within 20. They recognise the value of a missing number on a number line and carry out simple addition and subtraction within 20. As children move through the school, they work with larger numbers. Most older children describe the value of a digit in numbers up to 10,000. They add, subtract, multiply and divide to solve basic calculations using written methods. Children are not yet confident in applying mental strategies to solve problems. Most older children calculate duration and estimate the length of distances with increasing accuracy. Younger children recognise and name a half and a quarter. A majority of older children are developing confidence when describing the relationship between fractions, decimals and percentages. They use this knowledge to solve simple calculations with increasing accuracy. Across the school, children need to build confidence in solving word problems and calculations with more than one step. They need to develop their understanding of the range of strategies they can use to solve problems. Overall, children demonstrate a basic understanding of number, money and measure. They do not have sufficient opportunities to revisit and consolidate their learning. Teachers need to ensure they mark accurately children's work and plan learning to extend and deepen children's learning.

Shape, position and movement

- Most younger children recognise and name simple two-dimensional shapes. They create simple symmetrical patterns with one line of symmetry. As children progress, they identify an increasing range of three-dimensional (3D) objects. They are not yet confident in using the correct mathematical language to describe the properties of 3D objects. Older children are able to name angles using terms such as acute, right angle and obtuse. They are not yet confident working with complementary and supplementary angles.

Information handling

- Most younger children answer simple questions about information displayed in a bar graph or pictogram. Most older children name a wider range of graphs and charts, for example, line graphs and bar charts. However, they are not yet skilled in gathering data and selecting appropriate ways to display it. They are not yet confident in discussing the reliability of data. Across the school, children should have further opportunities to carry out surveys and create their own charts and graphs. Teachers should capitalise on available opportunities to use digital technology to support information handling tasks and activities.

Attainment over time

- Overall, attendance is below the national average. Currently, children's attendance across the school is 90%. The acting headteacher is developing approaches to monitor closely children's attendance. She now includes attendance data alongside information about children's attainment. Around a quarter of children have an attendance rate of less than 90%. A few children have an attendance rate of less than 70%. The acting headteacher has worked with a few families to improve attendance but there remains an urgent need to take action to support families where attendance continues to be a significant concern. There are no children on part-time timetables.
- The school do not have reliable data about children's progress over time. The acting headteacher, with support from local authority officers, needs to take urgent action to support teachers to measure and record more accurately the progress children make.
- The acting headteacher has used the limited data available to identify a few children who require support with their reading. She has put in place support to begin to address the identified gaps. To build on this positive start, as the accuracy of achievement of a level data improves, the acting headteacher now needs to make more effective use of data to identify and address emerging attainment gaps.

Overall quality of learners' achievements

- The acting headteacher has taken initial steps to improve the overall quality of learners' achievements. A few older children are now taking on roles such as house captains and vice captains. They enjoy acting as role models for younger children. They are not yet able to articulate the skills they develop through these roles. All children are beginning to develop as effective contributors through the newly introduced pupil voice groups. Children in the Walking Carrots group are identifying ways to improve physical wellbeing. Children in the Right's Respecting School group are raising awareness of children's rights at assemblies. Children develop skills in cooking and team games through 'Friday 31' activities. The acting headteacher must take urgent action to provide achievement opportunities for all children. She should track and monitor children's participation and provide support to those at risk of missing out to ensure all children have opportunities for achievement.

Equity for all learners

- Local authority officers need to support the acting headteacher to collect and analyse reliable data about children's attainment. They need to use attainment data to identify clearly

any attainment gaps for specific children and cohorts. All staff need to then take action to plan support and interventions to address any identified gaps and improve outcomes for those who face the greatest challenges.

- The acting headteacher uses PEF to add capacity to the team. She is not yet able to demonstrate the impact of this approach on closing the poverty related attainment gap. Local authority officers need to support the acting headteacher to develop a more robust plan for the use of PEF. The plan needs a clear focus on improving outcomes for children and closing the poverty-related attainment gap.

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.