

Summarised inspection findings

Southcraig School

South Ayrshire Council

11 November 2025

Key contextual information

School name	Southcraig School
Council:	South Ayrshire Council
SEED number:	8237646
Roll:	101

Southcraig School is a non-denominational special school in Ayr, South Ayrshire. The school supports children and young people from P1 to S6 with a range and complexity of additional support needs from across South Ayrshire Council. The school incorporates a hall, a library, a lifeskills room, a soft play area, a rebound room, a lifeskills kitchen, wellbeing hubs and a swimming pool. The school makes use of outdoor areas where there are polytunnels for growing plants, fruit and vegetables and a sensory garden.

The school roll is currently 101. Twenty eight percent of young people live in Scottish Index of Multiple Deprivation (SIMD) deciles one and two. Thirty seven percent of learners have free school meal entitlement. There are 14 classes, including 12 composite classes. The maximum class size is eight pupils.

The senior leadership team (SLT) comprises the headteacher and two full time equivalent (FTE) deputy headteachers. The headteacher has been in post for 10 years. There are three principal teachers. In addition to the management structure, there are 21 teachers (19.4 FTE), 10 special support assistants and 24 support assistants.

1.3 Leadership of change

good

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

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The headteacher and depute headteachers are well respected by children and young people, parents, partners and staff. They are highly visible and lead the school community effectively. Almost all staff have a strong understanding of the context of the school and the needs of learners. Parents hold in high regard the support that learners and their families receive from staff. Overall, parents feel that the school is led and managed well. Almost all teachers and support staff find it rewarding to be a part of the Southcraig School community.
- Senior leaders recently led a purposeful consultation on the school's vision, values and aims. Learners, parents, partners and staff reviewed the vision, values and aims. They confirmed that the existing values are central to the positive and nurturing ethos within the school. Staff promote the school's values of happiness, respect, independence, inclusion and communication well. They do this during lessons and in wider activities, such as at assemblies and by displaying them prominently throughout the school. Staff are highly attuned to the needs of learners and offer sensitive, compassionate support. Staff show respect, communicate confidently, and take responsibility for ensuring positive outcomes for children and young people. Staff are supporting children and young people well to develop key life skills and contribute to the school, and the wider community.
- Senior leaders have developed well their approaches to monitoring and evaluating the work of the school. Most staff are actively involved in the school's ongoing self-evaluation. Senior leaders provide valuable regular and frequent feedback to staff through recorded professional dialogue meetings and during learning walk observations. This is supporting teachers well to gain a clearer understanding of their strengths and areas for development. Teachers and support staff regularly reflect on how to improve their practice through classroom self-evaluations and team meetings. This is improving consistency in supporting learners. Senior leaders should now build on these approaches to enhance consistency in learning and teaching. They need to make better use of the data they gather from observations to inform school improvement plan priorities.
- All teachers take part in meaningful annual professional review and development meetings with senior leaders. They reflect on the impact of their professional learning from the previous session and plan their personal priorities for the year ahead. Staff are strengthening their professional knowledge and adapting effectively to the diverse and changing needs of learners. The school has introduced an effective mentoring programme to support new teachers, helping them to be better equipped to meet learners' needs. Senior leaders have identified correctly that a next step is to develop further professional enquiry and collegiate working opportunities, including with colleagues in other schools. Senior leaders should continue to support staff to share good practice. This could broaden staff's approaches to meeting further children and young people's social, emotional, care and wellbeing needs.

- Senior leaders and principal teachers carry out annual development reviews with all support staff. Most support staff are well supported to engage in professional learning and access relevant training that improves their ability to meet learners' needs. A minority of support staff now engage with opportunities to lead aspects of the school's work. Senior leaders should continue to build leadership opportunities for support staff to strengthen their contribution to school improvement.
- Children and young people are supported appropriately to make choices in their class-based learning. A few young people participate very well in the 'Southcraig Speaks' group which is developing further their voice in decision-making. They help to lead assemblies, have responsibilities around the school and represent effectively the school at events, including at the local authority Youth Council. Staff organise elections for children and young people to select school captains and vice-captains. Senior leaders and staff should continue with plans to enhance pupil voice and leadership for children at the primary stages.
- Senior leaders use Pupil Equity Fund (PEF) to fund a range of interventions including curriculum development, communication in classrooms and lifeskills projects. Children and young people are benefitting from PEF-funded therapeutic interventions which improve their wellbeing. Senior leaders should now review their processes for strategically planning the impact of PEF. This should include a clear rationale as to how they measure progress. Senior leaders should consult parents and staff more fully in future PEF-allocation plans.
- Senior leaders work well with the Parent Council, 'Friends of Southcraig', to promote positive relationships between the school and parents. The 'Friends of Southcraig' supports the work of the school by contributing to fundraising and community activities to provide additional opportunities for children and young people. Senior leaders, with support from 'Friends of Southcraig', should now consider how they can build on the progress that they have made to strengthen further parents' role in leading change.

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 SLT has created a positive school culture based on respecting children's rights, which all staff understand and follow. Staff help children and young people to build strong relationships across the school. Staff consistently support and care for learners very well. They help children and young people engage well in their learning. Staff are skilled at noticing when learners may be feeling unsettled or need sensory support and respond quickly to reengage them in planned learning. Children and young people are positive about their school experience and show enthusiasm for learning.
- Staff use the 'Southcraig Way' effectively to apply the school's vision and ensure consistency across practice. They create well-equipped, predictable learning spaces that help children and young people feel secure and ready to learn. In most classrooms staff have developed a consistent approach to communication which supports children and young people's learning and transitions across the school day. This helps most children and young people remain calm during less predictable moments of the school day. Teachers now need to develop further and consistently apply communication strategies that meet each learner's individual needs. This will help them make sure all children and young people develop their communication skills at the right level for them.
- All staff have detailed knowledge about the needs of individual children and young people. They use pupil profiles well to bring together important information from a range of documents. These overviews help staff to understand how to support children and young people to be successful in their learning. Staff have high aspirations for what children and young people can learn at school and believe strongly in the school motto "Together We Can". They make effective use of the learning spaces beyond the classroom, such as the hydro-therapy pool, outdoor areas and rebound room. They use these well to support children and young people's health and wellbeing.
- Staff are using the school's policy for curriculum development well to provide learning opportunities across all points of the school day, including at lunch, personal care and play times. Staff work effectively with partners to provide a wide range of experiences where children and young people gain important skills. For example, there are positive and engaging experiences being provided such as Music Therapy, horse riding and intergenerational projects.
- In almost all lessons, teachers offer clear instructions and explanations about the purpose for the lesson. They discuss with learners how to be successful in their learning. The majority of teachers use questioning effectively to check routinely understanding and encourage recall of information. All staff are aware of the need to focus appropriately on developing skills rather than simply completion of a task. At times, teachers' use of language and symbol sequencing is too complex for a few children and young people.

- Almost all teachers use available digital resources and tools effectively to enhance children and young people's learning experiences. This includes augmentative and alternative communication (AAC), tablets and digital teaching boards. All staff refer to visual timetables and symbols to support learners' communication and understanding. In most lessons, there is regular and purposeful use of signing approaches to support learners' communication. The majority of learners have appropriate access to communication aids that help them make choices and express themselves throughout the school day. As planned, senior leaders should continue to develop the communication strategy across the school. This should include supporting the planning and assessment of signed communication, objects of reference and a functional communication system that teaches expressive skills using pictures. This could lead to more consistency in communication approaches across the school.
- Teachers use the school's guidance well to assess accurately children and young people's progress. They gather evidence from a range of sources to support increasingly reliable judgements and build baseline information about learners' levels of attainment. They use this effectively to inform planning for next steps. Teachers now need to develop further their differentiated approaches to learning and teaching to ensure all children and young people access learning that is appropriately challenging. At times, whole class sessions result in learners waiting for short periods before taking a turn to participate in an activity. They miss learning time, as a result.
- Teachers and senior leaders take part in regular professional dialogue to review assessment data and plan how best to support learners. Teachers should ensure the assessment of progress can be a more considered and integral part of planned learning for the changing cohort of learners. Teachers should plan learning with a clear view on how they will assess children and young people's progress. Senior leaders should continue to work with teachers to embed consistency around assessment approaches for all areas of the curriculum.
- Most broad general education (BGE) teachers use a range of formative and summative assessment approaches well to track progress in literacy, numeracy and health and wellbeing. They are beginning to improve assessment for learners at the foundation and milestones levels. Senior leaders should now support teachers to engage in moderation activities with colleagues from similar settings. This should help strengthen approaches to assessment across the wider curriculum.
- All senior phase teachers have a strong understanding of Scottish Qualifications Authority (SQA) National Qualifications (NQs) assessment standards. They plan learning around individual needs to prepare young people for leaving school. They appropriately focus on developing learners' independence and skills for life. They work well with other schools to moderate and verify assessments, which improves their professional judgment. This ensures that young people are challenged appropriately across all curriculum areas in the senior phase.
- All staff use My Profile documents effectively to plan for individual children and young people's learning and care needs. Most teachers use their knowledge of the needs of children and young people to make appropriate adjustments for individual learners. They use this information to plan targeted interventions to support children and young people with their individual learning needs.
- Staff provide parents with helpful information about their child's progress and next steps in learning. Parents have an improved understanding of the strengths of their child and how they can support their child develop skills at home. Staff should encourage all parents to share achievements and learning from home. Teachers use a recently implemented online tracking system and a range of summative tracking tools increasingly well to monitor learners' progress.

They now need to continue to develop further consistency in how they track and monitor children and young people's progress.

2.2 Curriculum: Learning pathways

- Senior leaders are beginning to review the curriculum to reflect better the evolving needs of learners, particularly those working at foundation and milestone levels. Senior leaders should now develop more flexible, progressive, skills-based learner pathways. This will ensure all learners in the BGE can move onto a more relevant range of qualifications and awards in the senior phase.
- Teachers plan personalised learning pathways well using “My Learning” plans, core curriculum plans, and topic frameworks. They make sure all children and young people can achieve and succeed. Teachers’ planning helps most children and young people follow a well-structured and progressive learning journey. This includes outdoor activities and physical education, while building important life and learning skills. Senior leaders should work with teachers to strengthen learning pathways for a few children and young people working at foundation and milestones levels.
- The school has developed a purposeful senior phase that meets the needs of most learners. They have designed progressive learner pathways that are planned across a three-year cycle and include meaningful wider achievement opportunities. As a result, young people have useful qualification and accreditation opportunities, college experiences, expressive skills, projects and work-based learning. This is leading to young people gaining appropriate skills and relevant accreditation.
- Most children and young people across the school benefit from two hours of physical education (PE) or other healthy physical activities appropriate to their additional support needs. Senior leaders and staff should continue to monitor and review approaches for physical activity for children and young people who have physical and mobility barriers. This will help ensure these learners have the same access to high-quality activities and receive their full entitlements in line with their more ambulant peers.
- Almost all children and young people across the school engage in meaningful experiences in religious and moral education (RME), linked to Christianity and other world religions. Teachers ensure RME is relevant and linked to events across the year such as festivals and celebrations. Senior leaders and staff should ensure that learning is progressive so that children and young people do not repeat the same experiences year on year.
- The school has recently relocated and refreshed the school library. Each class has a small range of texts, stories and sensory stories to support enjoyment of reading. The library has appropriate books and resources targeting early and emergent readers and sensory stories to support learners with more complex learning needs. Staff use events such as World Book Day to raise the profile of reading across the school. Staff should now encourage children and young people to access the school library more frequently to extend their interaction with text for learning and enjoyment.
- Teachers use interdisciplinary planning to design an appropriate curriculum beyond literacy and numeracy. In the senior phase, teachers plan qualifications over a three-year period successfully. They build in personalisation and focus on the skills a young person seeks to develop. As a result, learners are becoming more confident and independent as they progress through the senior phase.

2.7 Partnerships: Impact on learners – parental engagement

- Staff have developed very positive relationships with parents. Parents feel that communication is a strength of the school and that their views are highly valued and respected. The school's effective approach to communication is having a positive impact on learners' experiences in school, in the community and at home. Parents report that staff share communication strategies, for example, by sharing visuals created by teachers. Staff provide additional support to families by helping to prepare children and young people for family events, such as trips. As a result, learners are benefitting from consistency of approach at home and in school.
- Senior leaders and teachers communicate very well with parents. They do this through parents' evenings, statutory meetings, diaries and by sending home digital images which record activities undertaken by children and young people. Parents are fully informed of the progress that learners are making and feel that their views help shape planning for individual learners.
- Staff have organised a number of successful family learning events in recent sessions. Staff and external partners have delivered workshops, such as, on understanding and supporting sleep and eating, signed communication and the importance of visuals. These sessions support parents to develop further their understanding of strategies to support children and young people.

2.1 Safeguarding

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

3.1 Ensuring wellbeing, equality and inclusion

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

- Senior leaders and staff ensure that the wellbeing of children and young people is an integral feature of school life. As a result, children and young people feel safe and experience high quality support. They identify adults to approach when they need help. They have a strong sense of value and belonging to the school community. They develop appropriately their awareness of safety, including how to manage everyday risks and build social confidence and friendships.
- Children and young people enjoy school and engage very well in activities that support their physical wellbeing, for example, swimming, dancing and outdoor play. Staff ensure children and young people's health needs do not prevent participation in these activities. Recently, many families used the school swimming pool during the school holiday period. This helped families to participate in healthy activities. Staff should continue to ensure all learners benefit from regular movement opportunities across the school day.
- Children and young people develop very strong relationships with staff and peers. They build positive relationships characterised by dignity and respect. Each learning group has a charter that promotes children's rights. This helps children and young people understand their rights in school. Staff should consistently embed these rights across a wider range of learning experiences to help learners more closely connect their education with their rights, where cognitive abilities allow.
- Senior leaders engage appropriately with statutory requirements and codes of practice to meet the needs of almost all children and young people. They host regular meetings with parents and relevant partners to develop comprehensive plans to ensure children and young people's wellbeing is supported effectively. Senior leaders and staff uphold the principles of Getting it right for every child very effectively. They work very well with staff and other agencies to ensure children and young people succeed in school. As a result, almost all children and young people have their needs very well planned for and experience improved outcomes.
- Senior leaders discuss with almost all parents and appropriate agencies whether children and young people should be considered for a coordinated support plan (CSP). Senior leaders should continue to work with all parents and appropriate agencies to develop further their understanding of the purpose of a CSP.
- Senior leaders and staff engage in high-quality professional learning aimed at reducing the requirement for physical intervention. Staff successfully adopt a range of de-escalation and preventative approaches to help learners remain safe. This is reducing the need for the use of physical intervention across the school. As a result, the number of incidents has reduced.

significantly. Senior leaders should continue to work in partnership with local authority officers to review the number of staff appropriately trained in physical intervention across the school.

- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff, children, and young people. In addition, the HNI examined documentation relating to the effectiveness of whole-school approaches to improving the health and wellbeing of children and young people through food in school. A few areas for improvement have been agreed with the education school meals provider. Aspects of good practice were identified in relation to food and health promotion in the school.
- Almost all children and young people are fully included in school life. Overall attendance is above national averages. There are no recorded exclusions. Almost all children and young people participate in learning with their class or peers. A few children and young people receive learning on an individualised basis through personalised education programmes in line with their needs. Learners who do engage in learning on an individual basis have clear plans in place. Staff ensure these plans support children and young people on personalised programmes to engage well with others throughout the school week and return to learning with their peers at the earliest opportunity. Staff make appropriate adaptations and interventions to support learners effectively whilst they await specialist support.
- Almost all children and young people have full-time timetables in place that provide them with at least 25 hours of learning across the school week. Children and young people who do spend time away from class have legitimate reasons linked to their additional support needs or health needs. These children and young people progressively develop their skills, resilience and regulation to support them to access class or group-based learning. As a result, there are low levels of children and young people spending time out of class.
- Senior leaders and staff prioritise equality and diversity, effectively reducing discrimination, and modelling inclusive behaviours. They do this within the school and in their work in the community. Senior leaders and staff have formed purposeful partnerships with charities, businesses and a care home in the local community. Children and young people benefit from visiting community partners and feel confident to express themselves and show respect towards others.
- Children and young people demonstrate a strong awareness of equality and diversity issues, appropriate to their additional support needs. All staff have a very good awareness of individual children and young people and their families, and the school's wider context in the community. Children and young people benefit from religious observance through regular assembly or class reflections. Staff are highly dedicated to promoting equality. This ensures that every individual, regardless of their differences, has equal opportunities to make the most of their talents and abilities.
- Children and young people have effective transition programmes that are supported well by staff, partners and parents. Staff develop programmes which help almost all children and young people settle into school successfully. They offer a range of activities to help children and young people adjust to school routines quickly.

3.2 Raising attainment and achievement

good

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

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

Attainment in literacy and numeracy

- All children and young people require significant levels of additional support with their learning. Overall, attainment in literacy and English is good and attainment in numeracy and mathematics is good.
- Almost all children and young people achieve expected targets set within their personal learning plans and core curriculum plans. A few attain very well. A few working at early level are capable of achieving more and should be provided with further challenge in their learning.

Attainment in literacy and English

- Almost all children and young people are making good progress in literacy and English. A few children and young people are making very good progress. A few at early level are capable of working at higher levels. Learners in the BGE are working at foundation milestones and up to early level of Curriculum for Excellence (CfE) across Literacy and English.

Listening and talking

- At foundation level, most children and young people give fleeting responses and short, shared attention to a range of sensory play-based stimulus and objects. At milestones, most learners can identify named objects, pictures and symbols and use single words and short phrases to communicate with others. At early level, most children and young people can work in a group or pair and listen to others showing helpful listening behaviours such as looking at the person speaking. A few learners are at the early stages of developing their AAC skills to support their expression of wants, choices and sharing their feeling and emotions. A few now need further support to accelerate their AAC skills to develop talking skills as best they can.

Reading

- Most children and young people at foundation levels show an interest and focus during sensory and massage story sessions and give responses to sensory objects and patterns of movement. At milestones, children and young people show enjoyment of familiar stories and songs and recognise familiar characters. At early level, a few children and young people can say sounds made by letters and read simple words and sentences. A minority of learners would benefit from more opportunities to progress their reading skills and develop further their understanding of texts and comprehension skills.

Writing

- Most children and young people at foundation level can use their hands to explore and interact with sensory objects of varying textures. At milestones, most learners can make marks using their hands and have developed fine motor skills to hold writing tools. At early level, most

children and young people have increased pencil control and can copy and form letters. A few learners would benefit from using digital accessibility and assistive tools when writing to support them to make marks independently.

Senior Phase

- At the senior phase, all young people are successfully working towards SQA NQs in communication and English. This includes National 1 units and National 2 courses and units.

Numeracy and mathematics

- Staff correctly focus on building skills that reflect real life centring on number, money and measure as detailed in the Southcraig Numeracy Strategy. As a result, almost all learners make good progress in this area of numeracy and mathematics. Children and young people are working between foundation milestones and first level of CfE in numeracy and mathematics.

Number, money and measure

- Children and young people across CfE levels use a range of strategies effectively to develop their awareness of number in a range of real life, and where appropriate sensory, play based contexts. They accurately measure and weigh appropriate to their level through activities such as cooking or playing with water. Learners use songs and rhymes, physical resources and digital supports to help them count forwards and backwards correctly as appropriate to their learning profile. Almost all children and young people use visual timetables very well to work out the sequence of events across the school day. Learners across CfE levels use coins and notes with growing independence through tuck shop and shopping activities as appropriate to their stage.

Shape, position and movement

- Children and young people at milestone level explore, find and organise familiar objects. Children and young people explore a range of objects to support their sensory regulations. Children and young people investigate shape through play, touch, construction and puzzles appropriate to their learning profile. Learners who have achieved early level develop well their understanding of properties of two-dimensional (2D) shapes and colour to match and make models. They are developing well their use of language to describe shapes. Children and young people require more opportunities to extend their learning of shape, position and movement across the curriculum.

Information handling

- Children and young people, appropriate to their levels, select and organise materials purposefully, particularly in creative areas such as art. They apply their understanding of colour, shape, size, and other properties to sort and match items with increasing precision. Learners interpret signs and visuals effectively to support decision-making. A few children and young people at first level should develop further their information handling skills in ways appropriate to their learning.

Senior Phase

- At the senior phase, almost all young people are using numeracy and mathematics well to develop appropriate skills for life after school. They are progressing well over a three-year period attaining SQA NQs units at National 1 and unit and course awards at National 2.

Attainment over time

- Overall, most children and young people at the BGE are attaining well over time in literacy, numeracy and health and wellbeing and are making appropriate progress in most areas of the curriculum. Senior leaders have introduced a new tracking system to supplement the

range of assessment evidence and data gathered for all learners. This is beginning to support the gathering of robust data for children and young people who make small steps of progress in their learning. Senior leaders understand the progress individual children and young people make over time through the wide range of increasingly accurate data and evidence they gather on individuals.

- Since 2022, almost all young people successfully gained a good range of SQA NQ awards at National 1 and National 2 levels across a range of subjects including health and wellbeing, personal achievement, expressive arts and science. Senior leaders and staff should continue to review the curriculum, including the range of SQA NQs and wider awards available to young people at National 1 level. This could lead to young people gaining more qualifications.

Overall quality of learners' achievements

- Children and young people benefit from regular, well-timed recognition of their achievements. Learners understand the important contribution they make to the school community through, for example, nomination awards, linked to school values. They demonstrate very well their social communication and performance skills through participating in school events such as choir, pop band and the signed communication group. Learners receive regular, well-timed praise and recognition for success in their learning and are proud of their achievements. The Star of Southcraig Award celebrates effectively learners' achievements. Displays around the school allow successes and progress to be shared in a relevant and visible way.
- All children and young people in the BGE participate in a range of personal achievement activities. They gain formal recognition of their skills through relevant award programmes well suited to their learning, wellbeing and development needs. Through participation in these activities, they demonstrate well their social communication and functional lifeskills. They are building their confidence to try new things and widen their experiences. Children and young people develop well their citizenship skills through engaging with community groups including intergenerational groups. They are visible and important members of the local community. They are building confidence in interacting and using their communication skills in broader contexts.
- All young people in the senior phase successfully achieve a range of relevant achievement awards and wider accreditation. Through participating in these awards programmes, they develop an understanding of the activities and routines required to be successful individuals in the community. Young people use sporting facilities and shops, and attend college-link courses confidently. As a result, they extend very well their skills for life through having a greater understanding of their place in the community. Young people showcase their sporting, creative and employability skills in relevant and motivating contexts, which include residential trips, enterprise activities and pantomime performances.
- Developing the Young Workforce (DYW) is embedded across the senior phase curriculum. Young people are supported well to prepare for their post-school transition. They build independence and employability skills through participating in work placement activities and college links. A few young people continue to college placements after school and most move successfully into adult services.

Equity for all learners

- Senior leaders and staff have a good understanding of the additional support needs and the socio-economic context of all children and young people, including care experienced learners. They work well to ensure that no child or young person misses out due to costs of the school day or as a result of their additional support needs. For example, staff established a costume bank to ensure that all children and young people can participate in Halloween and world book

day events. All of these supports are contributing well to reducing associated costs of the school day.

- Senior leaders use Pupil Equity Funding (PEF) predominantly to provide activities and interventions for identified children and young people. Relevant targeted interventions include rebound therapy, riding for the disabled and music therapy. All children and young people in SIMD decile 1 and 2 are benefiting from a bespoke personalised experience. Senior leaders should now monitor the effectiveness of PEF interventions and the impact they are having on closing the poverty-related attainment gap. This could ensure they are planning more strategically to accelerate further the progress of identified children and young people.

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.