

Summarised inspection findings

King Edward School

Aberdeenshire Council

2 September 2025

Key contextual information

King Edward Primary School is a small rural primary school set in the village of King Edward, between Banff and Turriff in Aberdeenshire. At the time of the inspection, there were 17 children enrolled in the school. For most of the week children are taught across two classrooms with two teachers team teaching. For part of the week, they are taught as one multi-composite class with one teacher. The headteacher is well-established and has been in post for over 10 years. The headteacher has a shared headship of another small rural school in the local cluster. She is supported in her role by two teachers who job share the principal teacher (PT) post. The PT has one day a week out of class for management time, which is currently divided between the two teachers who share this post. Across the school 50% of children have additional support needs. Most children reside within Scottish Index of Multiple Deprivation (SIMD) decile 6, a few children live within SIMD deciles 4, 5 and 8.

Aberdeenshire Council has engaged in consultation with stakeholders and a merger of King Edward Primary School and Fintry Primary School has been agreed for session 2026-2027.

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	

- Staff developed the school vision, values and aims in 2015 and reviewed these in 2019 with all stakeholders. Since then, parents and children have regular opportunities to comment on the vision and values enabling them to be updated as needed. All staff and children know and understand very well the values of respect, responsibility, friendship and hard work. These are embedded meaningfully in daily school life and interactions between children and staff. This includes through being 'caught on track' or 'secret student' where staff identify a child who exemplifies a particular value very well. Children receive recognition for this through assemblies, praise and green cards. Staff have plans to review the vision, values and aims when they merge with a local primary next session to ensure they remain relevant and ambitious for all children and the community.
- The headteacher is highly respected in the community and provides strong leadership to the staff and children. She knows all the children and families very well. She sets high standards for herself, staff and children. The staff team has created a nurturing and inclusive ethos where children and staff feel valued and supported. The two principal teachers are effective in supporting the headteacher and leading areas of school improvement. The well-established staff team work well together to improve the work of the school.
- The headteacher has developed a helpful quality assurance calendar. This includes regular opportunities to review learning and teaching, engage in professional discussions and hold tracking and monitoring meetings with staff. Teachers engage well in opportunities for peer moderation of learning and teaching across local schools. This effective quality assurance helps to provide a clear understanding of the school's strengths and next steps.

- The headteacher and most staff use a self-evaluation toolkit to review collaboratively the work of the school against quality indicators. As part of this, staff engage in regular professional dialogue to measure progress against quality indicators and agreed school improvement priorities. They collate evidence to show the positive impact of improvement work. Staff provide parents with helpful updates about progress towards improvement priorities. Parents have regular opportunities to share their views about planned improvement through questionnaires. The headteacher should consider how to involve parents and partners further in planning and reviewing school improvement priorities.
- The headteacher and teachers use self-evaluation data appropriately to agree priorities for future improvement planning. This led to the current focus on improving approaches to teaching and supporting writing. Teachers engage in a range of high-quality professional learning to develop their skills and knowledge in teaching writing. As a result of this professional learning, teachers are more confident in how they support children's learning in literacy. Children are beginning to develop a range of skills to improve their writing.
- The headteacher has created an ethos where staff are confident to initiate and lead change. This includes the principal teachers who lead effectively on several improvement priorities. They are leading improvements in digital learning, Science, Technology, Engineering and Maths (STEM), sustainability, outdoor learning, work to promote children's rights and play pedagogy. The impact of this work is evidenced well in children's confident use of digital tools and skills, their deep knowledge of sustainability and their well-developed knowledge of skills through STEM activities. Support staff lead on areas to improve children's experiences which include art and craft. All staff work very well together as a team, drawing on each other's skills and expertise. Staff engage in regular professional learning on areas linked to the school improvement plan or identified in their professional review meetings. This is helping to continually improve the work of the school and children's experiences.
- All children have regular opportunities to develop leadership skills across the school. This includes through their pupil participation groups to promote children's rights and sustainability. Children have received accreditation for this sustained and positive work. Most children have leadership roles within class, supporting younger children and peers with learning tasks and planning learning for STEM activities. Staff help children to see the positive impact of their leadership roles. For example, children litter pick to improve their local environment and highlight this issue to the community through letters and assemblies.
- The headteacher asks children their views about school through focus groups and regular informal discussions. Most children feel their voice is listened to. As a result of pupil feedback there have been changes in activities planned and resources purchased for the playground. Children would benefit from increased opportunities to share their views on how to improve the school further. The headteacher should now support all children to have a greater role in reviewing learning and teaching, school improvement priorities and school policies.
- The headteacher knows children and families very well. She consults with staff and parents about the use of the small amount of Pupil Equity Funding (PEF) the school receives. Parents have a few opportunities to contribute to future school improvement priorities and are very supportive of the work of the school.

2.3 Learning, teaching and assessment

very good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- All teachers have developed the classroom environments very effectively. They provide children with a range of helpful resources and calm spaces which enable them to learn independently very well. This includes access to literacy and numeracy resources to support learning, use of digital technology and opportunities for children to learn through play. Most children are confident in working independently, in groups and in pairs. Older children support younger children very well in learning activities. As a result, almost all children are motivated to learn and engage enthusiastically in learning activities.
- All staff and all children have highly positive and trusting relationships. Children have regular opportunities to share their views on what they are learning and on how they want to learn. Teachers provide children with meaningful opportunities for personalisation and choice in learning. This includes, for example, in the level of challenge they undertake in a numeracy or spelling task or how they present their extended writing. Children also have regular opportunities to lead their learning and teach each other when they demonstrate confidence in an area. Older children skilfully support children who are new to the school to learn how to light a fire safely in outdoor learning. These approaches help children to know their voice is listened to and to feel valued by all staff.
- Teachers use an agreed model to plan and deliver consistent high-quality learning and teaching. They engage in regular professional discussion and peer observations with colleagues in their local schools to continually reflect on and improve learning and teaching. They know individual children very well. This enables them to plan learning at the right level of difficulty for all children in the multi-composite class. They provide appropriate individual and group support and challenge in literacy and numeracy to enable all children to build effectively on prior learning. Support staff are highly skilled in providing additional support for learning to meet children's individual needs well.
- All teachers share the purpose and relevance of learning and link activities meaningfully to previous learning. In a few lessons, children co construct the ways they can be successful in learning. Teachers' instructions and explanations are clear, and they use open ended questions very effectively to help children to explain their thinking. All children take part in highly effective learning conversations with their teacher about an area of learning taught over the week. They discuss how confident they are in the skill or task and identify next steps and skills used. This helps children to reflect on their learning effectively, to know what they are doing well and what they need to do to improve their work.
- Children in the middle and upper stages are becoming increasingly confident in using digital technology appropriately as a tool for learning. All children have an individual tablet and are developing very well the skills to use technology to enhance their learning. They recognise when a particular tool can help them to write more independently or how to use technology to

check facts for accuracy in a research task. A few children, who require additional support with learning, access programmes independently to help them revise literacy and numeracy skills. Teachers engage in professional learning in digital literacy to help them to improve children's creativity and learning very effectively. Children learn skills in coding, making movies and creative ways to present their learning. Children and staff have received accreditation for their work in this area and are now working on accreditation for online safety. As part of this work staff and children presented parents with useful information on how to keep children safe online.

- Teachers have engaged in impactful professional learning on how to support play pedagogy. Children in the early years engage purposefully in child led play where they develop effective skills in communication, collaboration and adapting through role play, racing cars and making. They play very well together with loose parts during outdoor learning, building and problem solving with natural materials. Teachers have begun to provide older children with opportunities for play, linked appropriately to skills, which children highly value. As planned, teachers should continue to develop this work to ensure there is a balance of child led and adult led play opportunities. They should continue to use observations of play to ensure experiences are high quality for all children.
- In most lessons, teachers use verbal feedback very effectively to comment on children's work. They ask children what they could do to improve their work, for example in writing. Almost all teachers write comments linked to success criteria in jotters and have adapted these with symbols to support younger children to understand them. Most children have opportunities to provide each other with peer feedback and they self-assess work against agreed criteria. They use helpful check lists in writing to ensure they meet the agreed standards. Younger children are beginning to use traffic lights well to evaluate their work. Teachers should continue to encourage children to use this feedback to add to and improve on their work, particularly in writing tasks.
- The headteacher developed a detailed assessment calendar which sets out a range of summative and formative assessment approaches. For example, teachers carry out pre and post topic assessments in numeracy. This helps to ensure learning planned is at the right level of difficulty to meet children's needs and close any gaps in learning. Teachers evidence children's progress very well through individual assessment folders. Teachers share children's learning with parents through an online app and open afternoons as well as end of year reports and updates. This helps parents to know the progress they are making and what children need to do to improve their work. Staff should now consider how to assess, record and track the progress children are making across the curriculum. As part of this work, they should develop high quality assessments to enable children to transfer and extend their learning in different subject areas.
- The headteacher reviews the use of PEF annually to ensure it helps identified children to close gaps in learning. Currently it is used to employ additional staffing to provide targeted support in literacy and numeracy for children. Staff, children and parents are positive about the impact of these interventions. A few children who require help in literacy and numeracy have closed gaps in learning well as a result of interventions. A few children with individual targets, are on track to meet these as a result of support.
- Teachers use progressive pathways appropriately to plan children's learning across different timescales in literacy and numeracy. They record children's individual progress to ensure they meet the needs of all learners in a multi-composite class. They plan learning carefully across the curriculum to ensure children experience a well-balanced curriculum. Staff provide children with opportunities to contribute to planning, sharing what they already know and want to know

in class topics. This is helping children to be motivated to learn and to feel included in planning learning.

- Teachers engage very well in purposeful moderation with colleagues in their local schools' group as well as with teachers in another local authority. They moderate learning and teaching, planning and assessment regularly to share and improve practice. This improves their confidence effectively in professional judgements of children's progress and attainment. It ensures attainment data is robust. Teachers and the headteacher have detailed tracking meetings to record children's attainment and progress in literacy, numeracy and health and wellbeing. These approaches help staff to identify any gaps in learning for individuals and support staff to plan appropriate interventions to close gaps in learning. They also identify children who require further challenge. Staff plan very effective opportunities in numeracy to support a few children who are working beyond expected levels.

2.2 Curriculum: Learning pathways

- Staff use local authority progressive pathways and CfE experiences and outcomes to ensure children experience a broad and relevant curriculum. They developed an appropriate three year plan to provide coverage for children in the multi-composite class. Teachers adapted planning to incorporate STEM challenges, learning linked to children's rights and opportunities for outdoor learning. This helps to ensure learning is meaningful and planning is updated to reflect changes to the curriculum. Teachers also incorporate close links to the school's unique setting and local history. They provide opportunities for children to contribute to planning, with their own questions and interests. Teachers developed a helpful curriculum rationale video to show children and parents what learning looks like at King Edward Primary School. This approach to planning allows children to build well on prior learning and experience a motivating and relevant curriculum.
- Staff provide all children with regular high quality outdoor learning experiences. Teachers plan outdoor learning carefully to enable children to build skills, for example, in how to build a structure safely and manage risk. They link outdoor learning very effectively to their work on promoting sustainability. Children were recently awarded their 9th Green flag for their considerable work in this area over a number of years. This includes tree planting, planting flowers to attract more bees to the school garden, awareness of global issues affecting the planet and using natural resources in learning. Staff have added outdoor learning opportunities to their planning and should continue to ensure this is progressive to build on and sustain the positive work in this area.
- Children have received accreditation for their work in learning about and promoting children's rights. Children have a good knowledge of children's rights and why these are important to them and children across the world. They take part in fundraising for children less fortunate than themselves. This is helping to develop their awareness of themselves as global citizens and to be advocates for children's rights.
- All children have a very confident understanding of a range of skills for learning, life and work. They articulate well the skills they are learning across the curriculum and through experiences both in and out of school. Teachers have developed children's knowledge of these skills very well by regularly helping children to identify and explain the particular skills they are learning through STEM, outdoor learning and daily activities and learning tasks. For example, children lead learning for their peers as young STEM leaders and plan and deliver activities. All children are developing well skills which include adapting, sense making, initiative and creativity.
- Children benefit from new approaches to teaching and supporting writing across the school. These help children to engage better in writing tasks and become more independent in their writing. Teachers should now support all children to improve their handwriting and presentation of work in jotters. They should help children to take a greater pride in the presentation of work.
- Children across the school learn French through daily routines and planned learning experiences. Teachers support children to learn about the local Doric dialect through songs, vocabulary and poetry.
- All children experience two hours of high-quality Physical Education (PE) each week. They are developing well skills in resilience, perseverance and teamwork through a range of PE lessons which include gymnastics and football. Children also have opportunities to be active through working with a local organisation to develop skills in PE. Children highly value these active sessions.

- Children learn about religious and moral education through assemblies and a progressive programme. They would benefit from increased opportunities to learn about a wider range of faiths and religions.
- Children have daily opportunities to read, be read to and access the school library. They have access to an online reading library as well. This is supporting their enthusiasm for reading for enjoyment.

2.7 Partnerships: Impact on learners – parental engagement

- Parents are very confident in the school leadership and in the learning and teaching their children experience. They value the high level of support and care their children experience.
- Staff provide parents with helpful information on children's learning in a variety of ways. These include through an online application, social media, termly learning leaflets, and open events. Parents value the opportunities to visit the school for 'community café' events, where children share their learning. This includes a recent event about online safety and the launch of a new application to advise parents how to keep their children safe online. Parents feel communication is an important strength of the headteacher and staff team.
- Parents are encouraged to be involved in the work of the school and regularly fill in questionnaires about the school's strengths and areas for improvement. For example, a few parents recently raised a query about introducing more reading homework. As a result, the headteacher has plans to discuss this further with children. The headteacher has a 'you said, we did,' notice board to share updates from parent comments.
- The Parent Council works in close partnership with the headteacher and school staff to fundraise for trips and resources. This includes P7 leaver hoodies and the cost of travel for trips. They fund playground resources and children attend Parent Council meetings to share information on school improvement planning.

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

- All staff have developed highly nurturing and supportive relationships with all children, each other and families. They show care and empathy to children which creates a climate of mutual respect. Staff have high expectations of children and themselves and regularly reference the school values to remind all children to 'stay on track'. All children behave well. Staff make appropriate links to children's rights during learning, and they underpin all interactions. This is supporting children to help each other to realise their rights. As a result of this positive culture, all children are valued and able to achieve well in school.
- Almost all children feel safe in school. Most children feel staff treat them fairly and they have someone to talk to if they are upset. All children play very well together in their large inviting playground. They access green spaces, loose parts play, cosy dens, netball and football goals and trim trails. There is a buddy bench for children to use if they need a friend to play with. Older children look out for younger children and children greatly enjoy these outdoor spaces.
- Most children have a strong understanding of wellbeing. They were involved in creating characters and an animated video to learn about the different wellbeing indicators. They know how to stay safe with Sam spider and how to be healthy with Hector the healthy carrot. Children have daily opportunities to share their emotions and they record their wellbeing twice a year. Staff collate this data and use it purposefully to identify any children who may require individual support. They also highlight any themes to revise with children, for example, through an assembly. This is ensuring all children's wellbeing needs are met very well.
- All teachers plan health and wellbeing learning using a progressive framework. They also use bespoke programmes to teach children about building positive relationships and to support children's emotional wellbeing effectively. Staff revisit and strengthen children's learning about health and wellbeing through assemblies. Children are learning about managing risk as they play outdoors, they take part in road safety activities and understand how to stay safe when playing online games. All children have many opportunities to be active through regular PE lessons, outdoor learning and sporting events. For example, children are currently working with a local partner to build football skills and learn about collaborating and fair play during sport. Younger children know how to stay healthy through regular tooth brushing and lessons on healthy and unhealthy food and drink.
- All staff undertake appropriate training to meet their statutory duties regarding safeguarding, Getting it right for every child (GIRFEC) and meeting children's needs. Support staff take part in regular first aid training. Most recently, staff have taken part in high quality professional learning to gain a deeper understanding of dyslexia and how they can further support this. As a result, teachers have introduced tools which help children to be more independent in writing using an application, which reads back their work. This is assisting children very well and

building their confidence in writing. Staff work in partnership effectively with partners, parents and the support for learning team to provide bespoke interventions and resources for children. Staff provide well-considered universal and targeted supports. These include calm spaces, sensory resources, digital tools or noise cancelling headphones for any child who feels they would benefit from these supports. These approaches are helping all children to have their wellbeing and learning needs met very well. They help all children to engage very well in learning and build their resilience and self-esteem.

- Teachers review their classroom environments annually using an audit tool to ensure their classrooms are inclusive and support independent learning. They added in calm spaces and visual timetables, as a result, a few children engage better in class. Teachers also use individual planning tools to review the resources they provide to children who require additional support with learning. Children have opportunities to suggest what they need and their unique interests are considered as part of this planning process. This is supporting children to feel valued and builds their self-esteem well. Support staff skilfully provide interventions in literacy, numeracy and wellbeing for individual children. Staff have data to show the positive impact of this work on children closing gaps in learning and making progress towards their own targets.
- All staff use restorative conversations effectively when supporting any child who becomes upset or if children do fall out. They assist children to resolve any difficulties successfully. Staff follow the local authority guidance to record any rare incidents of alleged bullying appropriately. They should continue with plans to update their relationship policy and 'Kids code', to reflect the positive behaviour approaches they follow.
- Children experience both formal and informal transition events as they prepare for moving to one of the two academies in the local area. P7 children have opportunities to meet children from other schools through a residential trip, step up days and sporting events. Younger children joining school from local nurseries have several opportunities to visit the school and staff visit their nurseries as well to ensure information is shared appropriately. Children who require an enhanced transition have access to this. Within school, children are comfortable moving from working as two multi-composite classes to one multi-composite class. They know each other and all staff very well. These activities are supporting children well to make a successful transition to a new school or stage.
- Children learn about difference, diversity and protected characteristics well through their health and wellbeing programme, work on children's rights and the assembly programme. Older children took part in a project with local schools as part of neurodiversity week. They shared information about what it means to be a dyslexic learner and watched presentations other schools prepared about neurodiversity. Children are very inclusive and understand that all children are different and may need different support to have their needs met. As a next step, staff should continue to provide children with regular opportunities to develop their knowledge and understanding in this area. As part of this staff should consider adding to their library of books about diversity and difference.

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 data is given in overall statements due to the small numbers of children at each stage.

Attainment in literacy and numeracy

- Across the school most children achieve expected national standards in listening and talking, reading, writing and numeracy and mathematics. Children who require additional support with learning make good progress towards their individual targets.

Attainment in literacy and English

- Overall, most children make good progress in literacy and English. A few children could be making even greater progress in writing.

Listening and talking

- Children across the school engage well when listening and talking to each other through play, outdoor learning and group work. They have many opportunities to work together in different groupings, presenting and leading learning. This is supporting them well to share their views confidently, giving examples and evidence to explain their thinking. Most younger children are developing well their ability to follow and give instructions accurately to others. They retell a story they have listened to, sharing what happens at the beginning, middle and end. As children progress through the school, they are developing well skills in presenting information to others. They are respectful of the ideas of others, asking and answering questions appropriately. Older children select resources well to support them to present information meaningfully to others. As a next step, teachers should continue to support children to allow and encourage everyone to contribute during a discussion, knowing when to pause and let others speak.

Reading

- Younger children enjoy listening to stories and share what they like about a story and what they think will happen next. They should continue to build on their knowledge of sounds to read words and stories. As children move through the school they are able to read fluently with expression. They answer literal and inferential questions well about texts read and explain why they like a book. They would benefit from further support to understand the features of non-fiction texts. Older children summarise the main parts of a text, referencing key points. They predict accurately what might happen next based on their reading. They are developing well their vocabulary and knowledge of punctuation. They would benefit from engaging with a wider genre of texts and considering the features of a particular genre or style of writing.

Writing

- Younger children are learning well how to use their knowledge of letters and sounds to write their name, words and sentences. They are learning how to structure a sentence and a story using helpful tools. Younger children should write regularly through play. As children progress through the school, they are learning to write personal recounts and add more detail to their writing. Older children plan their writing well to develop their ideas appropriately. They write detailed persuasive reports using appropriate emotive language and structure. This is helping them to create more interesting extended writing using a broad vocabulary. They have a good knowledge of grammar and punctuation. They should continue to check over their work, use feedback and develop skills in editing and extending their writing.

Numeracy and mathematics

- Overall, most children make good progress in numeracy and mathematics. A few children are exceeding national levels and make very good progress.

Number, money and measure

- Younger children are confident in naming coins and counting simple amounts of money. They count to 10 accurately and a few count to 100 and name numbers in between, before and after. They use concrete materials well to support their learning. They should continue to build their confidence in adding and subtracting. As children progress through the school they are developing well their knowledge of strategies to add, subtract, multiply and divide. They explain the different ways used to calculate an answer. They are learning how to calculate a fraction of a number and should continue to develop their confidence in this area. Older children have a confident understanding of place value, including decimals. They use the four operations well in solving calculations. They need further revision of multiplying and dividing by 100 and 1000 and solving word problems, understanding which calculation to use to solve a problem.

Shape, position and movement

- Across the school children are confident in naming a range of 2D shapes. Most children need to continue to develop their knowledge of the properties of 3D objects. As children progress through the school they become more confident in their knowledge of symmetry and angles, including identifying obtuse and acute angles. Older children accurately describe, draw and measure a range of angles. They should continue to develop their understanding of scale in maps.

Information handling

- Younger children sort by colour, size and shape. As children progress through the school they are learning how to gather and collate information using tally marks and charts. They identify the most and least popular from a bar chart and answer questions correctly to show their understanding. Older children gather data and present it in a range of ways using digital technology, for example in graphs and pie charts. They are learning well how to interpret data. They should continue to develop skills to recognise that data presented can be misleading depending on how it is gathered and shared.

Attainment over time

- Attendance data for last session was 93% which is above local and national averages. Attendance has been positive over a number of years. The headteacher supports families where attendance patterns fall below acceptable levels and follows local authority guidance. There are no children on part-time timetables and there have been no exclusions in recent years.
- Due to the small numbers at each stage attainment data over time can be variable. The headteacher and teachers use national Benchmarks and a range of literacy and numeracy

assessment information effectively to evidence children's attainment. This data aligns well with national assessments. Staff have a detailed overview of the progress and attainment of individual children in literacy and numeracy over time. This robust data shows clearly the good progress almost all children make as they move through the school. Children who join the school from elsewhere make good progress from previous levels of attainment.

- The headteacher works effectively in partnership with cluster headteachers to review attainment and progress data across the cluster. This helps to ensure she has an overview of any cluster trends. This collaborative working contributes well to future school improvement priorities.

Overall quality of learners' achievements

- Children's achievements are celebrated and shared effectively through assemblies, awards and displays. Parents can see children's achievements through an application and newsletters. This is helping children to feel proud of their successes.
- Children have considerable opportunities to take part in a range of wider achievement opportunities both in and out of school. This includes their well-embedded work on sustainability, local events, sporting and cultural competitions and safe cycling. Children experience regular high quality outdoor learning where they develop skills in managing risk, creativity and problem solving. Children plan 'community cafes' to bring the local community into school. They planned, for example, a French café to allow children to share their learning and interact with families and the wider community. All children (and a few staff), take part in the annual Christmas show where they develop skills in performing and presenting, developing their confidence. These activities help to widen their experiences beyond the curriculum and develop very well a range of important skills for learning, life and work.
- Staff support children to understand and articulate very well the skills they learn through wider achievements and daily learning. They ensure children know what each skill involves, which means all children have a clear understanding of the skills they are practising. Children understand that to 'focus' you have to give your full attention to a task and to filter out distractions. Staff support children to develop important skills through their pupil leadership roles, as play leaders and by supporting each other in learning tasks. They learn very well how to collaborate, use their initiative and solve problems creatively. This is helping children to become effective contributors to school and community life.
- Staff are committed to ensuring children have a range of experiences and opportunities whilst at King Edward primary school, helping them to become responsible citizens and effective contributors. Staff track children's achievements to enable them to plan opportunities in areas that children have not yet experienced.

Equity for all learners

- The headteacher works well with the Parent Council to ensure that class trips, events and transport costs are free to all children. The Parent Council fundraise to support this to ensure no child misses out on any experiences due to financial pressures. Staff provide access to pre-loved uniform and provide parents with information on grants to help towards the cost of the P7 residential. The headteacher uses PEF to provide both universal and targeted supports in literacy, numeracy and wellbeing. These interventions are reviewed annually to ensure they meet the needs of children and staff evidence well the positive impact of interventions. A few children have successfully closed gaps in learning as a result and a few children are back on track to achieve national expectations. The headteacher should continue to use PEF to help children accelerate progress and close gaps in 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.