

Summarised inspection findings

Calderwood Lodge Primary School

East Renfrewshire Council

20 January 2026

Key contextual information

Calderwood Lodge Primary School is a denominational school situated in Newton Mearns, East Renfrewshire Council. It is the only Jewish school in Scotland. The school is part of a joint faith campus with another primary school and family centre. It has no catchment area. All entrants to the school are as a result of parental placing requests. Children travel to the school from many different local authorities. At the time of the inspection, the school roll was 129 children organised across seven classes. The majority of children live within Scottish Index of Multiple Deprivation deciles (SIMD) 8 to 10. A few children live in SIMD 1 and 2. A few children attending the school have English as an additional language. Approximately 24% of children are recorded as requiring additional support with their learning. A few children are registered for free school meals. The headteacher has been in post since 2022. She is supported by a depute headteacher and a principal teacher.

1.3 Leadership of change

very good

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

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

- The headteacher is held in very high regard by staff, children and their families. Her sensitive and well considered leadership approach fosters a strong culture of mutual respect and trust across the school community. She has led the school very capably through a period of significant change over the last few years. During this time, she has placed the wellbeing of staff, children and their families at the centre. Staff, children and families feel truly valued and supported by the headteacher.
- The headteacher is aspirational for all children and has a clear, ambitious vision for the school which fully respects and encompasses the Jewish faith. She has consulted with children, staff, parents and community partners to shape the school's vision, values and aims. The values of Chesed – kindness and compassion, Kavod – respect and pride, Tzedek – standing up for what's right and the school vision 'Connected as a Calderwood Crew' are embedded within the life and work of the school. They are respectful of the Jewish faith and are displayed in all classrooms and around the school. Staff refer to them, where appropriate, throughout lessons and in discussions with children. Children have a firm understanding of what these values mean in practice. As a result, the ethos across the school is one of high inclusivity, underpinned by positive relationships. This is a major strength of the school.
- The headteacher, supported ably by the senior leadership team, provides highly effective strategic leadership. They work well with staff to develop a relevant school improvement plan. They use a range of data confidently and ensure the views and opinions of children, families and partners are included fully to inform improvement areas. This helps to ensure that there is a clear rationale for improvement. Senior leaders ensure the plan identifies measurable outcomes which focus on learning, achievement and wellbeing. Improvement priorities are leading to positive outcomes for children. Improvement priorities for this session are rightly focused on curriculum design, improving approaches to teaching writing and staff, children and

family wellbeing. Senior leaders create a parent friendly school improvement plan. They share this widely with parents on the school website and at Parent Council meetings. Senior leaders should continue to share regular updates on school improvement with children and parents. This supports children and parents to know how the work of the school is improving outcomes for children.

- Senior leaders monitor the work of the school very well. They have established effective quality assurance arrangements which includes class visits, monitoring of children's work and robust tracking discussions with teachers. Senior leaders provide clarity as to the strengths across the school and next steps for staff. They use this information successfully to inform school improvement. Staff have recently focused on planning learning to provide appropriate challenge for all children. They have engaged positively in professional learning supported by the local authority to develop a shared understanding of how to effectively meet all learners' needs. As a result, almost all teachers plan learning at the right level of difficulty for all children. Teachers collaborate very well with colleagues in cluster schools on a range of work streams. This includes in areas of data analysis, robust teacher judgements and meeting learners' needs. These support consistency of learner's experiences and a shared standard leading to improved outcomes for children across the cluster.
- All staff are very proud to work at the school and there is a very strong sense of teamwork. Senior leaders encourage and empower staff to embrace leadership opportunities. Almost all staff, including support staff, undertake leadership roles. These leadership roles contribute well to school improvement, such as numeracy, social justice and literacy intervention groups. Senior leaders support all staff very well to engage meaningfully with annual staff professional reviews. This provides staff with ongoing opportunities to evaluate their practice and identify and engage in personal and professional learning. Through this process staff have a strong awareness of their development needs. Senior leaders ensure teachers have access to quality professional learning to support school improvement such as high-quality physical education (PE), trauma informed practice and project-based learning.
- Teachers undertake professional enquiry projects to improve their practice including a focus on reading, numeracy and metacognition. Through regular professional dialogue sessions, staff engage with local and national policy and educational research. They share their learning with each other and support colleagues to implement change and improvements. This includes, for example, developing approaches to the teaching of writing. A few teachers are successfully supporting the professional development of colleagues in other schools across the authority and West Partnership. Staff's commitment to professional learning and effective leadership of change is resulting in improved outcomes for all children. Senior leaders should continue to collaborate with staff to develop their leadership knowledge and skills. This should support staff to continue to lead positive change effectively which contributes to ongoing school improvement.
- Children across the school enjoy a variety of responsibilities, for example as part of the pupil council and Jewish ethos group. The Jewish ethos group lead assemblies successfully in other schools, helping children to learn about their faith. Almost all children feel their views are listened to and are confident to share their ideas with staff. Older children have the opportunity to become house captains. They run regular house captain surgeries. During these sessions, they listen to other children's concerns, views and ideas on how to improve the school. House captains work positively with the headteacher to bring about improvement, for example improving the playground. The recently introduced Young Leaders of Learning are taking an increased role in evaluating the quality of learning and teaching and identifying areas where they would like to see change or improvement. They meet with children from other schools within the local authority to share good practice. These leadership opportunities provide relevant contexts for children to contribute effectively to school improvement, while developing

skills including communication, teamwork and problem-solving. As planned, senior leaders should continue to support children to lead meaningful change across the school.

- Senior leaders and staff have a thorough understanding of the school's social, economic and cultural context. Senior leaders use data very well to create strategic plans for Pupil Equity Funding (PEF). This is used to provide additional staff and resources to support literacy and numeracy interventions and outdoor learning. The headteacher reports to the Parent Council how PEF is being used to address poverty-related attainment gaps. The headteacher should now involve parents and children more fully in consultation of the PEF spend.

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

- Staff and children have very positive and trusting relationships with one another. The 'Calderwood Crew' ethos creates a strong sense of community. Almost all children work very well as individuals, in pairs and in groups. They interact well with each other as they undertake learning tasks. All children learn in calm, productive and inclusive classrooms. Teachers and children develop class charters and the 'Calderwood Capacities' set clear expectations of respectful contributions, positive behaviour and communication. As a result, almost all children behave and learn very well. Across the school, staff work together effectively to support a few children who need help to listen well to adults and their peers. This is done sensitively and with minimal distraction to other learners.
- Staff regularly review learning spaces to ensure they are physically and socially appropriate for effective learning. All classrooms are well-organised and purposefully resourced to support consistent routines. Children easily access a range of appropriate materials to support their learning. Displays throughout the school reflect children's learning, views, and achievements, while also highlighting helpful strategies. Almost all children engage enthusiastically in learning, particularly when learning is connected to real, challenging, and meaningful contexts. They enjoy having opportunities to lead their learning and make choices about how they learn.
- In almost all lessons, children's learning is appropriately matched to their needs. Teachers use the recently developed 'Calderwood Standard' well to establish clear structures and routines that support children's learning. All teachers help children to reflect on prior learning. They share the purpose of the learning and what children need to do to be successful. In most lessons, teachers refer frequently to the intended learning and steps to success to reinforce children's understanding and guide their progress. In almost all lessons, teachers and support staff use questioning well to check children's understanding. In a minority of lessons, teachers use questioning effectively to challenge children's thinking.
- In almost all lessons, children are encouraged to self-assess their learning using supportive strategies. Across the school, children are developing well peer-evaluation skills through the use of templates and prompts. All teachers provide helpful verbal feedback to children which is explicitly linked to intended learning and the skills being developed. This positive practice should be extended to ensure written feedback is of consistently high-quality. In almost all lessons, teachers use plenary sessions well to reinforce key learning points for children, celebrate achievements and set the learning focus for the next lesson. Teachers recognise the need to develop further children's skills in identifying their successes and next steps. This should help children to set appropriate personal goals in their learning and articulate more confidently the progress they are making.
- Across the school, digital technology is used effectively to support learning and teaching. Children at all stages share access to digital devices. Teachers use interactive boards

appropriately to introduce lessons, model learning, stimulate discussion and record children's contributions. Children use a range of applications and digital resources confidently to enhance their learning across the curriculum. Online platforms are used very effectively to share children's learning and achievements with their parents.

- Teachers across early and first level are developing well play pedagogy. Learning environments are inviting and motivating for children. Children access a wide range of activities which reinforce and extend their learning. Children benefit from initiating and leading their own play regularly. This is promoting their creativity, curiosity and independence. At other stages, children are developing their meta skills through engaging play experiences as part of the 'Calderwood Toolkit' approach. The toolkit investigative activities focus on science, technologies, engineering and maths. Teachers and support staff are working together to further develop quality play across the school.
- The recently introduced school assessment overview provides a helpful structure to support the monitoring of children's progress. This sets out clearly the range of assessments undertaken in literacy and numeracy at key points in the year. This includes formative, summative and standardised assessments. Teachers use this information very well to measure children's progress and achievement. They use evidence gained from assessments to plan appropriate next steps in children's learning. All teachers participate in moderation activities with colleagues in school and across the local authority. They have recently focussed on writing and numeracy. These moderation activities are supporting teachers to develop a shared understanding of national standards. They make accurate judgements about children's progress in their learning. Senior leaders should now provide further moderation activities across all areas of the curriculum.
- All teachers plan using school and local authority progression frameworks for all areas of the curriculum. These reflect Curriculum for Excellence (CfE) experiences and outcomes. Teachers plan across different timescales and adapt their planning effectively in response to the needs and interest of children. Children enjoy contributing to the planning of project-based and cross-curricular learning contexts. They respond positively to opportunities for personalisation and choice in what they learn and how they share their learning with others. Staff plan appropriately for specific individuals and groups of children, including those with additional support needs.
- Senior leaders and teachers carefully track children's progress in literacy and numeracy, demonstrating a shared commitment to robust monitoring over time. Monthly meetings between teachers and senior leaders provide opportunities to review individual children's progress, learning, and achievements. They discuss children who are on track, exceeding expectations, and those who require additional support. Staff use this information well to plan appropriate targeted interventions for those at risk of not making expected progress.

2.2 Curriculum: Learning pathways

- Children receive their entitlement to a broad general education. Teachers use effectively school and local authority progression pathways based on CfE experiences and outcomes. They use the pathways to plan learning that ensures breadth, depth, relevance and appropriate progression for children as they move through the school.
- Senior leaders are working successfully with staff to review and refresh the school's curriculum rationale. Staff are developing the school curriculum around the 18x18 Educational Dimensions for Jewish Life. This should help ensure the Jewish ethos, culture, practices and systems unique to the school community are highly relevant to children's needs and interests.
- Teachers use project-based learning to help children explore topics in a deep and meaningful way across different areas of the curriculum. Each project begins with a big question that encourages children's curiosity and critical thinking. Children share what they already know and what they're interested in finding out, which helps shape the direction of their learning. Working in teams, children plan their learning, conduct research or investigations, and present their findings to others. This collaborative process keeps children highly engaged and motivated and supports them in developing important meta skills including creativity, collaboration, resilience, and leadership. It is important staff track children's learning in project-based learning to ensure they are developing skills progressively across all areas of the curriculum.
- Children receive their entitlement to religious education. Across the school, children experience a progressive learning pathway in Kodesh. Children learn about Jewish values, cultures and heritage. All children, from P1 to P7 have two Ivrit lessons a week. These lessons support children well to develop reading, writing and language skills in Hebrew. Children access a range of texts in Hebrew to support immersion of the language. Children participate in religious observance through participating in Jewish festivals across the school year. There are strong partnerships with the school Rabbi and the Scottish Jewish Youth Alliance. These partners make positive contributions to children's spiritual and educational experiences. Parents and carers contribute successfully to the Jewish ethos of the school. There is a high attendance level of families from a diverse range of cultures and religions at key celebrations in the Jewish calendar.
- All children receive their entitlement to a 1+2 approach to modern languages. Teachers use a progression pathway effectively to develop children's knowledge and skills in French. In addition, children across P5 to P7 learn Mandarin.
- Staff ensure children receive their entitlement of two hours of planned, progressive high-quality physical education each week.

2.7 Partnerships: Impact on learners – parental engagement

- Almost all parents agree that the school has a very positive and nurturing ethos where trusting relationships are well established between staff, children and their families. Almost all parents share that their child likes being at school. The headteacher works sensitively and proactively with parents, the local authority and Police Scotland to ensure appropriate mitigations are in place to ensure the safety of all children. As a result, almost all parents feel their child is safe at school.
- Almost all parents feel comfortable approaching the school with questions and suggestions. Parents appreciate weekly newsletters which outline important dates and upcoming school activities and events. They value the helpful and timely information they receive about the life and work of the school.
- There is a well-established, active Parent Council. They organise a range of well-attended events that help bring the school community together and raise funds for the school. These events include discos, school fayres and the Friday night supper. Parents have supported the purchase of digital devices, art and craft materials and outdoor equipment. They help subsidise school trips and P7 events. These activities widen and enhance children's learning experiences.

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

- Children benefit from a warm, welcoming and highly nurturing ethos throughout the school. Senior leaders and staff demonstrate a sensitive and respectful approach to engaging with children, families and the wider school community. Staff used their training in trauma-informed approaches effectively to support children, families, and colleagues through a challenging period. As a result, almost all children feel safe in school. Children identify trusted adults that they can approach for help or support. They speak confidently about ways in which staff help them to feel safe.
- Almost all children show respect for others and consistently demonstrate positive behaviour both within the classroom and in the playground. There is a positive focus on the Rights of the Child across the school. This is helping children to identify and talk confidently about children's rights. Children have a clear understanding of the importance of kindness and compassion in everyday school life. This positive attitude is strengthened by the school values which are underpinned strongly by the Jewish faith. Children talk confidently about how these values guide their actions.
- Staff work collaboratively to create supportive and inclusive learning environments that meet the diverse needs of the children. Children have access to calm, quiet spaces and sensory resources to help them self-regulate and reengage positively with their learning or play. They are supported very well through the STAR club when they are looking for a quiet space or someone to talk to during break times. Children benefit from a wide range of classroom resources, including assistive technologies. This helps them to engage more independently and confidently in their learning. Across the campus, staff use a shared, consistent language when engaging with children. This is having a clear, positive impact on interactions between children and staff. These approaches help children feel safe, respected, and ready to learn.
- Almost all children demonstrate a strong and well-developed understanding of their own health and wellbeing appropriate to their age and stage. Children benefit from high-quality, well-planned, and progressive learning experiences across all areas of the health curriculum. These experiences help them develop essential life skills. Through meaningful partnerships with the school catering staff, almost all children gain practical cooking skills. This enhances their understanding of nutrition and healthy eating. They also develop cultural awareness and respect for diversity by exploring the significance of food in a variety of celebrations and festivals. Children undertake a range of physical activities throughout the week both within their class and at break times. Most children recognise and articulate well the link between physical health and mental wellbeing. Children in P3 to P7 confidently share their learning across a wide range of health and wellbeing topics during family roundup sessions. Older children engage in thoughtful discussions on sensitive issues such as life-threatening illnesses and the effects of smoking. They approach these topics with maturity and respect, showing empathy and a strong understanding of how such issues affect people's lives.

- 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 and children. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. A few areas for improvement have been agreed with the school and school meals provider.
- All staff demonstrate a thorough understanding of their responsibilities and statutory duties in supporting positive outcomes for children. Senior leaders lead a comprehensive programme of professional learning that effectively supports staff in meeting children's needs. This deepens staff knowledge and builds confidence in key areas such as anti-bullying, fostering positive relationships, and monitoring attendance. Senior leaders implement local authority and national guidance robustly to manage and record incidents of bullying. They use this data effectively to identify patterns and trends. They provide timely, and appropriate targeted support, ensuring that children feel safe, valued and supported. This proactive approach contributes significantly to the school's very strong culture of wellbeing, inclusion, and equality.
- A key strength of the school is the highly effective provision for children requiring additional support with their learning. Staff demonstrate a deep understanding of individual needs and work collaboratively with the Raising Attainment and Achievement (RAA) team to plan, implement, and review targeted interventions. These interventions, particularly in literacy and numeracy, are successfully delivered by skilled staff and are tailored to ensure measurable progress. Close collaboration between the RAA team and class teachers ensures that support is well integrated into classroom practice. As a result of these robust systems, most children requiring additional support are making significant and sustained progress in their learning. Senior leaders should consider further ways to engage children and their families meaningfully in setting and reviewing personalised targets.
- Senior leaders and staff work very well with a wide range of partner agencies to meet the needs of children and their families. They actively seek advice, guidance, and specialist input to enhance their practice. This helps staff to confidently meet children's additional needs through effective and tailored approaches. For example, across the campus, a few staff actively collaborate with the Outreach Service. They implement appropriate strategies to support children's sensory needs and strengthen their social and communication skills. These timely interventions are helping a few children to engage better in their learning.
- Staff plan highly effective transition arrangements that help children feel confident, included, and well prepared at every stage of their learning journey. Staff share detailed information about each child's learning and wellbeing to support continuity and progression. This helps children experience a sense of security and belonging as they move through the school. Staff's collaborative work across the cluster, including a successful emergent writing initiative at the early level, supports consistency in both academic and wellbeing transitions into P1. Colleagues from the associated high school participate in tracking meetings during the summer term for P7 children. This ensures that every child's progress and needs are clearly understood and supported by a high-quality transition process. Staff ensure enhanced and personalised transition plans are in place for children requiring additional support. These robust approaches help children to develop the confidence, independence, and readiness needed to thrive in the next stage of their learning.
- Teachers plan very successfully a range of learning activities for children to explore themes of diversity, inclusion and equality. Teachers provide children with opportunities to explore, learn and discuss all the protected characteristics including religion, race and disability. The campus

library and class libraries have a wide range of texts that supports children's understanding of diversity. Senior leaders have created an effective equalities calendar. It ensures that all Jewish festivals and significant days are celebrated alongside a strong emphasis on interfaith learning across the year. This inclusive approach is helping children develop respect, empathy, and a deeper appreciation of different cultures and beliefs. Children articulate confidently their Jewish identity whilst being knowledgeable and respectful of other faiths. Children have a strong understanding of social action and the importance of Tzedakah (charity). They are confident to challenge discrimination, prejudice and intolerance.

3.2 Raising attainment and achievement

very good

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

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

Attainment in literacy and numeracy

- Overall, children's attainment in literacy and English and numeracy and mathematics is very good. Almost all children in P1, P4 and P7 achieve expected CfE levels in reading, writing, listening and talking and numeracy. A minority of children across the school are exceeding expected levels in literacy and English and numeracy and mathematics.
- Most children who receive additional support for their learning make very good progress against their individual targets for learning.

Attainment in literacy and English

- Overall, children's progress in literacy and English is very good.

Listening and talking

- At early level almost all children listen attentively to stories. They share with others confidently why they like a particular story. They respond to questions with enthusiasm and are building their confidence in talking about personal experiences. At first level, almost all children are developing well the skills of contributing appropriately to group discussions. At second level, almost all children identify the difference between fact and opinion with appropriate explanation. They are developing well their ability to debate topics by presenting both supportive and opposing viewpoints. Children at all stages would benefit from further opportunities to present ideas and information to a wide range of audiences.

Reading

- Children across the school develop their reading skills through choosing and enjoying books from their well-stocked class and school library. They have access to a range of online books which are accessible from home. Almost all children at early level use their knowledge of sounds and letters well to read simple words and sentences. They use picture clues confidently to predict what will happen next in a story. At first level, almost all children decode well unfamiliar words of increasing complexity. Most children read with increasing fluency and expression. They should increase the frequency of reading aloud to a wider range of audiences. At second level, almost all children read articulately and fluently, using very good expression. They use reading strategies, such as skimming and scanning successfully to answer questions correctly. They should continue to develop their understanding of literal, inferential and evaluative questions.

Writing

- At early level, almost all children are developing their confidence in writing for a range of purposes including in play, imaginative and real contexts. Most children are beginning to create sentences using capital letters and full stops correctly. At first level, almost all children

include relevant information in their writing. They use a range of openers appropriately to make their writing more interesting. At second level, almost all children write successfully for a wide range of purposes and audiences. They use language, structure and style well to engage the reader. Across the school almost all children write regularly and at an appropriate length to their age and stage. Children should continue to build their understanding of key features of specific genre, including layout, to ensure presentation is of a consistently high standard.

Numeracy and mathematics

- Overall, children's progress in numeracy and mathematics is very good.

Number, money and measure

- At early level, almost all children recall with accuracy number sequences to 20. They are developing well their skills in adding and subtracting within 10 and beyond. They would now benefit from further opportunities to explore measure through play. At first level, almost all children add and subtract three-digit numbers using a range of strategies with increasing confidence. They calculate accurately the total spent and change from £10.00. They would benefit from more opportunities to use multiplication and division facts to solve problems. At second level, almost all children use their knowledge of fractions, decimals and percentages confidently to solve problems. They understand well how to convert between common units of measure. They are less confident at calculating the area and perimeter of two-dimensional (2D) shapes.

Shape, position and movement

- At early and first level, almost all children name, identify and describe the properties of 2D shapes appropriate to their age and stage. At early level, almost all children create symmetrical pictures well with one line of symmetry. At first level, almost all children create successfully tiling patterns incorporating two different shapes. At second level, almost all children describe accurately different triangles. They identify and draw a range of angles well including acute, obtuse, reflex and right angles.

Information handling

- At early level, almost all children create confidently pictograms to display information. They would benefit from further opportunities to interpret simple charts, graphs and signs. At first level, almost all children identify well the key features of bar graphs and tally charts. They extract well key information to answer questions. At second level, almost all children analyse and interpret data confidently to draw conclusions and answer questions. They use digital technology increasingly effectively to display and interrogate data. Across the school, children should continue to use, record and display data in different real-life contexts.

Attainment over time

- In session 2024/25, overall attendance was 90.1%, which is below the national average. There is an increasingly transient population of children. Families also travel for religious festivals and celebrations which last longer than the school holiday period. Senior leaders and staff make highly effective use of the local authority policy on attendance to monitor closely children's attendance. Senior leaders identify well children who have patterns of absence including a minority of children who attend school less than 90% of the time. Senior leaders work effectively with families to address issues and concerns resulting in improved attendance and late coming. There have been no exclusions this session.
- Senior leaders have effective systems to track and monitor children's attainment over time. Over recent years, overall, children's attainment in literacy and numeracy has remained in line with local authority and above national averages. Monthly meetings between senior

leaders and teachers have a clear focus on raising attainment for all children. This dialogue ensures gaps in children's progress are identified and addressed promptly with appropriate targeted interventions implemented. Senior leaders' thorough approach effectively directs the focus of quality assurance, professional learning and moderation activity. Staff recognise the importance of collating evidence to clearly demonstrate the positive impact of targeted interventions on children's progress and attainment.

Overall quality of learners' achievements

- Staff have created a very positive ethos of achievement across the school. The culture of value and recognition supports the Middot (personal characteristics) ambition of encouraging children to develop their skills, talents and attributes to be their best selves. Children's achievements are recognised and celebrated regularly during assemblies, in classes and on displays around the school. They receive certificates and awards for progression through a Hebrew reading programme, demonstrating the school values and wider achievements. Children can nominate each other to receive a school values award. Children feel proud when their successes are acknowledged. Staff recognise and celebrate children's achievement in 18 x 18 Educational Dimensions for Jewish Life, as well as their contributions to the wider community. Children have received national accreditations for their positive work around children's rights, Holocaust education and digital literacy.
- Children participate in a range of extra-curricular activities including football, chess and Jewish Integrational Club. Through these opportunities children are developing their confidence, creativity and teamwork skills. Staff recently introduced a system for tracking children's wider achievements. This is supporting them to track children's participation over time and identify more accurately those at risk of missing out from opportunities.

Equity for all learners

- Staff know children and their families very well. They work sensitively to identify and respond to individual needs. They provide access to support or signpost families to relevant services, helping to reduce potential barriers to learning and wellbeing. Staff have developed effective partnerships with the Parent Council and local charities. Together, they ensure that children can access essential items such as school uniforms, gym kits, and bikes for cycling training programme. The residential trip for older children is made more accessible through substantial financial support from partners. Senior leaders are proactive in addressing the cost of the school day. They ensure that all children can participate fully in learning and wider school experiences, regardless of financial circumstances.
- The headteacher uses PEF effectively to reduce the poverty-related attainment gaps across the school. Through PEF funding, additional staff hours are allocated to support the delivery of focused literacy and numeracy interventions. It also supports outdoor learning through the provision of additional resources. The planned interventions are impacting positively on children's learning, confidence and achievements. All interventions are evaluated regularly to ensure the most effective deployment of additional staffing to impact positively on reducing 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.