

Summarised inspection findings

Lunnasting Primary School

Shetland Islands Council

30 June 2026

Key contextual information

Lunnasting Primary School is a non-denominational school situated in the north of the main island in Shetland. It serves the village of Vidlin and the surrounding rural area. The school roll is 34 children arranged across two multi-stage classes of P2 to P4 and P5 to P7. The headteacher has been in post for 18 months and has a class commitment of three days each week. She has two days responsibility as teacher of the P5 to P7 class and one day responsibility as the nursery teacher.

All children reside in Scottish Index of Multiple Deprivation deciles 5 to 7. Across the school, approximately one tenth of children are registered for free school meals. The headteacher reports that 22% of children require additional support with their learning.

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 and children work well together to create a friendly, welcoming and nurturing ethos. They place community, family and developing a strong sense of belonging at the core of their actions. As a priority, the headteacher led a review of the school's vision, values and aims when she took up her post. She consulted widely, and together with all stakeholders identified the values of busy, caring, nurturing, safe, respect, play, welcoming and community orientated. These values reflect well the aspirations of children, staff and parents and support the school community's ambition for children to be confident and do their best. The values are discussed regularly in assemblies and classes. As a result, staff and children demonstrate these values very well in their interactions with each other. All staff feel that the school's vision and values underpin their work.
- The headteacher has made a strong, positive start in the role as headteacher. She is ambitious for and has high aspirations of the children and school community. The headteacher has quickly gained the trust and respect of the school community. She has involved staff and children successfully in making positive change and is building effectively the school's capacity for continuous improvement. Most parents feel the school is well led. Parents value greatly the headteacher's open and positive approach to all aspects of school life. This supports mutually respectful and trusting relationships. Upon her appointment, the headteacher identified correctly the need to improve approaches to learning and teaching. She implemented important changes in order to promote consistent high-quality learning and teaching. The headteacher, sensibly, supported teachers to increase pace and challenge in children's learning. Teachers have engaged well in this priority, and this work is beginning to improve

outcomes for children. In particular, this is reflected in improvements in children's progress in numeracy.

- The headteacher has used effectively a range of assessment and attainment data to develop and implement a well-considered three-year raising attainment strategy. Importantly she has identified groups of children and individuals who would benefit from timely interventions to close attainment gaps in literacy and numeracy. The headteacher and teachers aim to accelerate children's progress and sustain high levels of attainment overtime. Staff have worked well together to implement this approach through a range of targeted interventions. The headteacher's initial evaluations, which included children's views, show this work is impacting positively on children's outcomes.
- The headteacher encourages and empowers staff to lead change successfully in their classrooms and across the school. Staff are motivated to take forward aspects of school improvement. Staff have led enthusiastically on developing play pedagogy and improvements to support for learning. As a result, teachers now plan well targeted interventions for identified children. All staff are well placed to develop further their professional skills through leadership of school improvement. This will help to build a strong culture of leadership at all levels.
- All teachers work collaboratively as an effective team supporting each other well. The headteacher has created a relevant collegiate calendar that is linked appropriately to school improvement priorities. Staff value the worthwhile opportunities they have for professional learning to develop their skills and knowledge. Teachers focused on developing more consistent approaches to high quality learning and teaching. As a result, most children are engaged and challenged in their learning. The headteacher should continue to support teachers' approaches to planning and assessment to support children's progress overtime.
- The headteacher consults regularly with staff, children and parents to gather their views about the life and work of the school, this includes distributing regular surveys to stakeholders. Teachers use well How Good is Our School? (4th Edition) to evaluate the work of the school. They take appropriate action to address identified needs informed by the outcomes of self-evaluation activities. Teachers worked together to develop more rigorous approaches to personalised support for children. The headteacher and staff should continue to review all aspects of the school's work through systematic approaches to self-evaluation. This will further develop and embed a culture of robust self-evaluation.
- The headteacher has developed a useful quality assurance calendar. She outlines a range of activities to monitor effectively the impact of learning and teaching on children's attainment and achievement. This is leading to improvements in this area. Teachers used a learning and teaching framework to evaluate their own and colleagues' quality of learning, teaching and assessment. This is leading children being clearer about the purpose of their learning. The headteacher and all staff should continue to quality assure their approaches to learning and teaching with a focus on use of assessment data. The headteacher should now collate information from learning observations and other monitoring activities. This will provide the teachers with a helpful overall picture of strengths and areas for development of the work of the school. This should further inform school improvement planning.
- Older children have positive opportunities to develop their leadership skills through school committees and leadership groups. Children are actively involved in decision making through their involvement in groups such as, the sports committee, pupil council and grounds

committee. As a result, almost all children feel listened to and are confident their views are taken into account when decisions are made. Children feel leadership opportunities enable them to have a stronger voice in shaping the life and work of the school. Staff should explore further opportunities for younger children to lead change and improvement meaningfully.

- The headteacher and staff build very positive relationships with parents. The headteacher consults parents and the active Parent Council about the use of Pupil Equity Funding (PEF) and the school improvement plan. This helps parents to feel involved in the life and work of the school and know that staff consider their views when making changes.

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

- Children are proud of their school and very supportive of each other. They demonstrate this through respectful interactions. Positive relationships are evident across the school community. Staff know children very well as individuals and use this to support effectively their care and learning. The school values are evident in all aspects of the life and work of the school. Children clearly understand these values and explain enthusiastically how they live them in their daily lives.
- Staff recently updated their relationships policy, clarifying expectations and agreements about behaviour in school. As a result, across the school, most children behave well. However, when the pace of learning is slow a few older children can become disengaged. As a result, there can be low level disruption. Most staff use a range of positive behaviour strategies to support children to re-engage in learning. Across the school, most children are motivated, enthusiastic and engage well in lessons and activities. They develop important skills, such as teamwork and communication, through independent learning and working with others in pairs and groups.
- The headteacher identified the need to develop a more consistent approach to learning and teaching. Staff have recently consistent approaches to teaching and through the use of learning and teaching a tool kit. They have used this well as part of professional development and peer observation to develop more consistent high-quality learning and teaching across the school. As a result, teachers deliver well-structured lessons which engage most children in their learning.
- In most lessons, prior learning is revisited and meaningfully connected to new activities. This helps children to build successfully on what they already know. In most lessons, teachers' instructions and explanations are clear. Most teachers use a range of questioning techniques to develop children's thinking skills well. In all lessons, teachers share effectively the purpose of learning with children. Teachers should build on this positive practice and involve children more in shaping steps to success. This should help children understand better what they need to do to be successful. Throughout lessons, teachers should regularly revisit success criteria to support children to reflect on their learning and identify more accurately their next steps in learning. Teachers have introduced a focus on meta-skills. Most children are starting to consider these within their learning and identify a some of the skills they are developing for example, through play.
- In most lessons across the multi-stage classes, teachers' plan learning that meet children's needs through differentiated tasks and activities. In a few lessons, teachers' use of whole class

learning occasionally results in activities being too easy for children. They should ensure that challenge is provided using appropriate differentiated approaches in all lessons. Children have regular opportunities to lead learning in class. Older children lead, demonstrate and support younger peers in physical activities. This supports the development of motivation and listening skills for younger children and leadership skills for older children.

- In most lessons teachers provide effective verbal 'in the moment' feedback to children to support them in their learning. Children are developing their skills in peer and self-assessment. As planned, staff should develop the use of high-quality written feedback. This should help children to understand how well they are achieving and support them in identifying their next steps in learning across the curriculum.
- The school has extensive grounds, which staff, parents and children have developed well to engage children in their learning. Teachers plan regular and meaningful opportunities for outdoor learning. Children are developing investigation, curiosity, teamwork and problem solving through den building. Teachers should build on this to develop progressive outdoor learning across the school.
- As a small rural school, Lunnasting does not currently have a P1 cohort. Staff have worked together effectively to develop play pedagogy across all other stages. The local authority supports staff well to undertake professional learning and take appropriate account of national guidance. The local authority has allocated additional staffing to support the development of play pedagogy. Staff use space effectively inside and outside the school building to provide a range of stimulating learning environments. They link children's interests and ideas well to their learning. Children are confident in identifying the skills they are learning through play. Staff's approaches to planning for play supports a positive level of engagement in children's learning.
- Teachers use regularly digital technologies well to support, share and consolidate children's learning. Children confidently use computers and electronic tablets to develop specific skills. Children learn skills such as coding and stop motion to create animations. This motivates children well and combines the improvement of their digital skills and subject knowledge effectively. Staff use assistive technologies very effectively to support a few children who require additional support in learning.
- Teachers use a range of assessment information to help support children's progress in literacy and numeracy. These include summative and class-based assessments. Teachers gather examples of children's work throughout the year to help inform their understanding of children's progress, including the use of snapshot jotters for numeracy. Teachers should now ensure that assessment is an integral part of their planning. This will support them to plan learning that meets effectively the needs of all children across the curriculum.
- Throughout the year, teachers engage in a few planned opportunities within the school to moderate children's learning. Staff have correctly identified the need to take part in further moderation activities with colleagues from other schools. This should support teachers to improve the validity and reliability of their professional judgements of children's progress.
- Across the school, there is a strong ethos of staff collegiality and positive working relationships. This supports effectively teachers short term planning across the multi-stages composite

classes. Teachers track coverage of experiences and outcomes of Curriculum for Excellence (CfE) and create a termly guide. Staff are responsive to children's needs and interests and adapt short term plans well. Staff now need to review approaches to medium term planning. They should ensure all teachers plan appropriate learning for groups and individuals across the curriculum that meets children's needs and takes account of prior learning.

- The headteacher and teachers track children's attainment in literacy and numeracy. The headteacher meets weekly with teachers to discuss children's progress and attainment. The headteacher and teachers analyse and discuss assessment information and examples of children's learning and plan together appropriate interventions and support. Overall, these approaches are having a positive impact on children's progress including those who require additional support with their learning. As planned, the headteacher should now plan more focused meetings to ensure that agreed actions have been undertaken. This will help the headteacher and staff to evaluate more effectively the impact of actions on children's progress, achievement and attainment.

2.2 Curriculum: Learning pathways

- The headteacher has rightly identified the need to work together with staff to refresh and improve curriculum planning. Current approaches to the planning of learning do not ensure that children experience progression in learning beyond literacy and numeracy. As a priority, the headteacher should introduce progression pathways across all areas of the curriculum. This should support teachers to plan learning that supports children to further build what they already know and make appropriate progress. Staff group together CfE experiences and outcomes to plan interdisciplinary learning. These groupings make appropriate connections across the curriculum.
- Staff should review planning to ensure children experience an appropriate and balanced programme of religious and moral education in line with national expectations. This will further develop children's understanding of different religions, culture and diversity.
- All staff demonstrate a very strong commitment to link learning to children's local context in their community. This includes, for example, participating in the community beach clean and Christmas concert. Teachers use the local area well as a rich environment to stimulate and motivate learning indoors and outdoors. Children learn about biodiversity and sustainability as they access the greenhouse and shoreline.
- All children experience two hours of high-quality physical education each week. This includes a block of swimming for younger children. Working together, the school community has achieved a silver award from the national agency for sport which highlights their achievements in this area. All children experience weekly lessons from a music specialist teacher.
- All children learn French in line with the Scottish Government's 1+2 approach to improve language learning. Children improve their understanding and use of the French language as they move through the school. This session, all children are developing a basic awareness of Shetland dialect as a third language.
- The staff have recently refreshed the school library with support from the local community and parent council. Children like the new layout and design. As a result, they are eager to visit the library area. The successful refresh of the school's library is beginning to help children to become more engaged in reading.

2.7 Partnerships: Impact on learners – parental engagement

- Children and staff benefit from very effective partnerships with parents and the local community. The Parent Council is highly supportive of the work of the school. Parents raise funds to provide a range of resources and enhance learning opportunities for children. Children have benefitted from new resources for the playground and library. Members of the local community help with a range of activities including maintaining the school garden and celebrating events in the local area. This includes the rich Viking tradition of Up Helly aa. The headteacher consults with the Parent Council and wider parent body on improvement priorities and other important decisions.
- Almost all parents feel that the staff are approachable. Parents value the open door' policy. They feel they are listened to and their suggestions and queries are actioned. Most parents appreciate that their children are known as individuals and they feel that this contributes to the warm, family ethos of the school. Most parents think that the school is helping their children to develop confidence. Parents feel communication from the school is effective, with most parents feeling they receive helpful feedback on their children's learning.

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

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

- The headteacher, teachers and support staff all work successfully together to meet the wellbeing needs of all children and families. Staff and children have worked together effectively to develop a strong sense of community. As a result, relationships across the school are very positive and staff and pupils are very proud of their school within the wider community. Staff work well as a team and provide strong support to one another. Across the school, staff carry out daily emotional check-ins to monitor the ongoing wellbeing of children. They use this information sensitively to provide very responsive support to children. As a result, most children feel confident in sharing worries or concerns with adults in the school.
- Almost all children show care and respect for one another in positive classroom and playground interactions. Children include each other across the whole school and look out for one another. Staff help children to learn about the impact of bullying through assemblies and class-based learning activities. Staff understand and apply appropriately the Shetland Islands Council anti-bullying policy. The headteacher follows up on any reported bullying. As a result, most children feel the school deals effectively with any bullying and all children report that they feel safe at school.
- The headteacher's knowledge and experience of nurture and inclusion is positively influencing practices across the school. The headteacher and staff have developed a strong, universal focus on nurturing principles throughout the school. All staff have received helpful authority training on nurture principles. Most staff provide children with targeted nurturing approaches which supports children well to overcome barriers to learning and meet their emotional and social needs successfully.
- Across the school, most children describe several of their rights. They relate these to their own experiences in school and at home. Staff support children's understanding by signposting specific articles on displays and discussing rights at assemblies. This empowers children to speak up and make a positive contribution which strengthens the culture of inclusion and respect within the school. Teachers should build upon this positive start to children's rights. This will help children understand how their rights impact on their everyday lives in and out of school.
- Across the school, most children use the wellbeing indicators through 'wellbeing webs' confidently to assess their own health and wellbeing. The headteacher uses data from these assessments effectively to deal with any concerns identified on an individual basis. As a result, almost all children feel the school helps them feel safe and confident. Staff should continue to

embed the language and relevance of the wellbeing indicators with children. This should further support children to understand and use the language of wellbeing in their everyday lives within and beyond school.

- Across the school, children benefit from being active through a wide range of additional activities provided by school staff and partners. This includes clubs such as netball and hockey. This helps most children feel that they lead a healthy lifestyle. Teachers provide a range of appropriate health and wellbeing learning activities. Teachers follow national advice and guidance effectively to support children to learn about substance misuse, smoking, relationships, sexual health and parenthood. This supports older children to understand well the impact of misuse of substances and how to develop positive, healthy relationships.
- All staff have a strong understanding of their statutory duties to ensure children's wellbeing, equality and inclusion. They make effective use of local authority and national guidance, linked to safeguarding and nurture. All staff have up-to-date training relating to safeguarding and child protection.
- Teachers use their in-depth knowledge of children and families to plan both universal and targeted supports to help children achieve their best. Staff work effectively with outside agencies, such as health partners, to create individual child's plans if required. The headteacher takes an effective account of the views of children and their parents when creating these plans. This enables children and their parents to share their views on decisions that impact on them. The headteacher and staff should ensure that children's targets for learning within individual plans are specific and measurable. This will help staff evaluate children's progress more effectively. Staff provide a range of appropriate targeted interventions for children who require additional support with their learning. As a result, most children make good progress towards their individual targets.
- All teaching staff have reviewed the physical and social environment to ensure their classrooms are more inclusive. Staff provide a range of effective interventions for children who require support to regulate their emotions. Staff provide quiet spaces and frequent movement breaks for children who benefit from the strategies. Staff are responsive to the changing needs of a few children who require more tailored support. These approaches are beginning to support children to increase engagement in their learning. Children have easy access to universal 'support baskets' and resources, including the use of digital technologies to support learning. This is helping to reduce barriers to learning and improve children's readiness to learn.
- Across the school, teachers share relevant information about children as they move from the younger class to the older class. There is a well-planned transition programme in place for both early years to P1 and from P7 to secondary school. Effective enhanced transition arrangements are in place for those children who require additional support in their wellbeing and their learning. Children who require additional support with their learning have 'passports' and all P7 children have created their own profile which transfers to secondary school. The information shared supports children's continuity of learning, wellbeing and progress effectively.
- Children are beginning to understand life in Scotland and the wider world beyond their own unique community. Children learn about the importance of respecting differences through assemblies and their focus on children's rights. They have a growing understanding of neurodivergent learners and disability. Staff and children give careful consideration to the

range of texts available in the library. They include those which challenge stereotypes and promote understanding of race and different cultures. Children and staff have also included a range of literature on Shetland. As a result, children are developing an awareness of local culture and language. Staff should ensure children have increased opportunities to understand, promote and celebrate all aspects of diversity. In doing so, they should help children to develop further their skills and understanding to tackle discrimination and intolerance.

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

- The school comprises a small number of children across P2 to P7, with no children at P1. As a result, attainment and progress will be expressed as overall statements, rather than specific years groups for CfE levels.
- Overall, attainment in literacy and English and numeracy and mathematics is good. Most children across the school have achieved, or are on track to achieve, expected levels of attainment in literacy and numeracy. A few children are working beyond national expectations in numeracy and literacy.
- Most children requiring additional support with their learning make good progress towards their individual learning targets.

Attainment in literacy and English

- Overall, most children make good progress from prior levels of attainment in literacy and English.

Listening and talking

- Across the school, most children speak articulately when talking to adults. Younger children listen and engage with other children appropriately during group discussions. They have a good understanding of the value of positive body language, expression and eye contact. Older children talk positively about being involved in opportunities to present information to their peers, for example, through their personal projects. Across the school, a few children need support to engage and sustain their focus in learning experiences. Children across the school should continue to be supported to develop their skills for listening and talking.

Reading

- Younger children read fluently and describe a preference for certain authors. They decode unknown words by locating and pronouncing familiar letter patterns and blends. Older children distinguish between fact and opinion with appropriate explanation. A few children need to continue to develop their confidence and use of punctuation to enhance their reading when reading aloud. Across the school, children would benefit from revisiting features of non-fiction texts.
- Across the school, children have regular opportunities for personal reading. This is beginning to support the creation of a culture of reading for pleasure.

Writing

- Younger children identify and use verbs, nouns and connectives accurately in their writing. Older children use paragraphs to structure their writing and use appropriate layouts for a range of genre including letter writing. Most children use a range of punctuation and grammar successfully. They should now further develop their understanding of features of language such as simile, metaphor and onomatopoeia, and use these to enhance their own writing. Across the school, a few children who require additional support make effective use of assistive digital technology to support their writing. Children would benefit from further practice in writing using the features of different genres and opportunities to write at length.
- Children are beginning to write using Shetland dialect. They have the opportunity to enter a local 'young writer' library competition. This is resulting in an increase in motivation for writing.

Attainment in numeracy and mathematics

- Overall, most children make good progress from prior levels of attainment in numeracy and mathematics.

Number, money and measure

- Younger children understand place value of numbers to 1000. They confidently apply estimating and measure skills in unfamiliar contexts, for example, within PE. They use analogue and digital clocks to correctly tell the time using half past, quarter past and quarter to. Younger children would benefit from quicker recall of number facts and use these to solve two step problems. Older children explain the link between a digit, its place and its value for whole numbers to 1,000,000 accurately. They order, simplify and compare fractions with increasing confidence. They discuss securely the relationship between fractions, decimals and percentages. Older children need further opportunities to apply numerical calculations to real-life or unfamiliar contexts.

Shape, position and movement

- Younger children use mathematical language to describe features of two-dimensional shapes and three-dimensional (3D) objects appropriate to their age and stage. Younger children use compass points and directional language successfully. They are less confident identifying more than one line of symmetry in a regular shape. Older children confidently discuss the relationship between 3D objects and their nets using appropriate mathematical vocabulary. They describe angles accurately using appropriate language, such as acute, obtuse and reflex. They are less confident identifying complementary and supplementary angles to calculate missing angles.

Information handling

- Across the school, children gather, collate and interpret information using graphs and tables. Younger children create block graphs and sort items into identified categories. They need opportunities to apply their data and analysis skills regularly in a wide range of real-life, rich contexts, including the use of digital technology. Older children extract key information and answer questions correctly from a range of graphs and tables. They use digital technology appropriately to collate, display and interpret information. Older children are less confident in their understanding and use of mean, median and mode.

Attainment over time

- The small numbers of children in each year group means that differences in attainment can have a disproportionate impact on identifying patterns and trends in attainment. The headteacher and teachers review regularly the individual attainment of all children in literacy and numeracy as they progress through the school. The headteacher has used effective data analysis to develop and implement a well-considered three-year strategic plan. The headteacher's aim is to help sustain high levels of attainment across the school. The headteacher and staff use this data well to identify individuals and groups for targeted interventions, including those children who require additional support with their learning. Staff can demonstrate that planned interventions are improving children's progress in learning. Overall, most children sustain good progress in literacy and numeracy over time.
- Attendance has been sustained at a high level. Attendance in session 2024/25 was 95.7%. This is above the national average. At the time of inspection, attendance rates were exceeding this level. The headteacher monitors children's attendance effectively. She tracks attendance of all children regularly and is aware of reasons for children's absence from school. The headteacher uses local authority guidance well to manage attendance. The headteacher shares the reasons why attendance is important with parents. School staff know their families very well and have established strong and positive relationships with them. They use a range of well-considered approaches to improve attendance for identified children. There are no children attending school on part-time timetables and no recent exclusions.

Overall quality of learners' achievements

- Children's achievements in and out of school are recognised and celebrated in a variety of ways. These include school displays, in class discussions and use of a school blog. Children are proud of their achievements, including a national sports accreditation and recent success in Shetland wide sporting competitions. Children gain confidence, develop teamwork and achieve success within and out of school, for example, through sports events and music performances. This is supporting children to develop as effective contributors and successful learners.
- Older children have the opportunity to develop their leadership skills through a variety of roles or as members of committees or groups. These include pupil council, road safety team and grounds committee. They play an active role in leading and promoting whole school and community initiatives. These include Friday fun afternoons, Burns night and Voar Redd Up. In doing so, they develop valuable leadership and citizenship skills.
- The headteacher has an overview of children's achievements and participation in clubs and activities. She plans appropriately for children who are at the risk of missing out. Staff should now discuss and track skills children are gaining from their achievements and link these to skills for learning, life and work. This should help children to make helpful links between their achievements, learning and progress.

Equity for all learners

- Staff are very aware of the socio-economic context of the school community. In particular, they know the factors that impact rural island communities. They have well-established connections with a range of partners and organisations to provide equity of opportunity for all children. Staff take positive and effective action to address the cost of the school day.

They ensure family circumstances are not a barrier to any children's participation in opportunities for learning or achievement. Families benefit from a range of sensitive and discreet approaches offered to them. The school ensures there is no cost for trips and provides a useful uniform bank. As a result, all children participate in, and are included fully, in all aspects of school life.

- The headteacher plans appropriately the use of PEF. This includes resources to support interventions to improve children's attainment in literacy and numeracy. Staff plan a range of effective interventions and supports for specific children to address barriers to learning. This is accelerating identified children's progress, particularly in numeracy. As planned staff should develop this approach further with a greater focus on literacy interventions. The headteacher should now use consistent and clearly defined measures to evidence the impact of all interventions on children's progress. This should support all staff to make informed evaluations about how well targeted approaches support the progress of identified children.

Explanation of terms of quantity

The following standard HMIE 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.

On behalf of His Majesty's Chief Inspector of Education in Scotland.