

Summarised inspection findings

Tarradale Primary School

The Highland Council

24 March 2026

Key contextual information

Tarradale Primary School is set in the rural village of Muir of Ord, in the Easter Ross area of Highland Council. It is a non-denominational school. The headteacher has been in post for 14 years and the depute headteacher has been in post for 10 years. The depute headteacher has a teaching commitment of 0.5 full time equivalent each week. Additional funding has increased the depute headteacher's management time to allow her to be non-teaching. There are 245 children on the school roll, organised across 10 classes. There are no children living in Scottish Index of Multiple Deprivation (SIMD) 0-3, 33% of children live in SIMD 4, 60% live in SIMD 7-8. The remainder live in SIMD 5-6. Currently, 23% of children have an identified additional support need and 3% have English as an additional language.

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 recently updated the school vision and values to ensure they are relevant and ambitious for the school and community. As part of this work, senior leaders and staff engaged in meaningful consultation with children, parents and the local community. The values of 'respect yourself, respect each other, respect our learning and respect our environment,' were agreed and underpin daily interactions between children and staff. This is helping most children to talk confidently and with pride about their school vision, values and aims.
- The headteacher and depute headteacher are well-established in the school community. They are supported very well by the staff team to achieve positive outcomes for most children. There is a strong sense of teamwork and together, staff take forward school initiatives aimed at improving children's literacy skills. This includes the current focus on writing and spelling.
- Senior leaders recognise the importance of evaluating the work of the school. They collaborated well with staff to develop an annual calendar which includes quality assurance activities. This calendar outlines the activities that senior leaders undertake to monitor the quality of the work of the school. This includes reviewing the quality of learning and teaching, tracking children's progress and monitoring the standards of children's work in jotters. Staff regularly evaluate the quality of the school's work using national quality indicators and review their progress towards improvement priorities collaboratively. Senior leaders now need to ensure greater rigour in quality assurance activities to support continuous improvement. This is particularly important in the synthesis and analysis of data over time. Senior leaders should now ensure that the data they gather is used more effectively to inform improvement priorities. They should continue to prioritise raising children's attainment and achievement across the curriculum.

- Recent school improvement work is focused on helping the school community to develop a meaningful understanding of children's rights. Staff and children are working towards further accreditation in this area. This has been effective in building staff's and children's understanding of rights, ensuring children's views are heard and acted upon. This has helped to support respectful relationships. Staff and children are highly invested in this work. Across the school, children are increasingly knowledgeable about the United Nation Convention on the Rights of the Child (UNCRC) and what rights mean for them. Positively, children feel included in decision making and thrive from having purposeful opportunities to make decisions and affect change across the school. For example, all children regularly discuss a self-evaluation question about the school and what they might do to improve daily school life. Staff's and children's work in this area creates a culture where children feel valued and their voice is at the centre of changes which affect them.
- Senior leaders consulted with staff to identify strengths and next steps to improve learning and teaching across the school. They correctly identified that a key strength is their work on ensuring children's voice is at the heart of all decisions. Going forward, senior leaders should now develop a learning, teaching and assessment framework for the school. This will support staff to provide consistent high-quality learning and teaching across all stages of the school. Senior leaders should take account of current feedback from professional dialogue with staff and the results of their quality assurance activities to ensure all future improvement priorities are relevant. This has the potential to help staff to plan future priorities which align with self-evaluation and lead to positive outcomes for all children.
- All teachers facilitate pupil leadership groups to help to make impactful changes across the school. Teachers lead, for example, the development of the school library, gardening and approaches to digital technology. A few support staff lead areas of improvement, for example, to support effective communication across the school. Staff support each other well through sharing their own skills and experience, for example in physical education or outdoor learning. This is helping to ensure all children experience high-quality physical education. Senior leaders should now empower all staff to have increased leadership roles across the school. This could include leading areas within the curriculum or aspects of the school improvement plan.
- Teachers engage in both formal and informal professional dialogue to support effectively their continuous improvement. They have developed their practice well following purposeful professional learning about how to support dyslexia. This is helping a few children successfully reduce barriers to reading and writing. Senior leaders and staff should now increase their knowledge and application of practitioner enquiry to improve learning and teaching, using evidence-based research and professional dialogue. This has the potential to increase further staff's confidence in leading and evaluating change across the school, refine practice and improve outcomes for children.
- Almost all children in P1 to P7 engage enthusiastically in pupil leadership groups. These are very well-established. The 'cost of the school day' pupil leadership group sensitively considers ways to reduce costs for children and families. The pupil council are working well in partnership with the Parent Council to plan a new 'trim trail' for the playground. They have audited playground resources and consulted with all children to include everyone's ideas in the trim trail plan. Younger children are developing the school garden well and classes have opportunities to lead learning through assemblies. Children in the P2/3 and P3 class led an anti-bullying assembly for all children in the school. Older children have further leadership opportunities through roles as house captain, pupil council or buddies. These roles support children very well to contribute

successfully to the school and local community, making a positive difference. As a next step, staff should now support children to understand and articulate better the skills they are developing as part of these groups.

- Senior leaders use Pupil Equity Funding (PEF) to provide additional staffing to support children's wellbeing and learning needs. They should continue to ensure PEF is used to target identified children's gaps in learning and wellbeing. They need to measure and demonstrate more robustly how well they are closing gaps in learning. Senior leaders should ensure all parents and staff are more fully involved in decisions about how PEF is used to ensure equity and reduce gaps in learning.

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

- Senior leaders, staff and children have worked together effectively to learn about the UNCRC. Most teachers skilfully link relevant learning to children's rights and explicitly teach children about their rights. This is helping most children to interact positively with one another. As a result, children learn in considerate and supportive classrooms.
- Most staff develop nurturing and caring relationships with children, which is helping children to show respect and care for one another. Across the school, most children develop positive relationships and behave very well. Where a few children may become upset or disengaged in learning, staff support them appropriately to use resources to help them to feel calm. Senior leaders and staff should continue to review and develop approaches to meeting all children's social and emotional needs through strengthening both universal and targeted support.
- Most children are enthusiastic to learn and engage purposefully in learning activities in class. This is particularly evident when teachers provide learning which is active, challenging and well-matched to children's needs and interests. Children across the school enjoy regular opportunities to work independently, in groups and in pairs. Most teachers listen to and act upon children's views about what they want to learn. For example, most teachers include children's views when planning learning activities, particularly in learning which links different subjects across the curriculum.
- Most teachers use differentiated tasks appropriately to provide learning at the right level for most children. In a minority of lessons, learning is overly teacher-led, and tasks are not sufficiently challenging for all children. Teachers should now ensure that all children are provided with learning that builds on prior knowledge and provides clear depth and breadth. Senior leaders should now work with teachers to develop and provide learning that is matched consistently well to all children's needs.
- In most lessons, teachers share the purpose of learning well with children and discuss what children need to do to be successful in learning. In a few lessons, teachers support children effectively to co-construct the steps to success. Most teachers give clear instructions and in the majority of lessons, teachers link learning well to prior learning. Most teachers use praise when children demonstrate effort in learning to encourage children appropriately. A minority of teachers use open ended questions effectively to help children to explain and extend their answers. All teachers should now use open ended questions more often to support all children to think more deeply about their learning.

- Senior leaders and staff should work together to share successful learning approaches, for example, reading approaches which challenge all children effectively. As part of this work, they should develop a whole-school framework for learning, teaching and assessment. Senior leaders should now support teachers to provide consistently high-quality learning and teaching across the school. This has the potential to help all children to make increased progress in learning.
- At P7, children lead digital learning across the school. They teach younger children how to use technology responsibly and safely through games. Older children use laptops well to support their learning and access games to consolidate or extend learning. Teachers use interactive white boards regularly to share videos which enhance learning and teaching. A few children have begun to explore the benefits and challenges of using artificial intelligence to support learning. Teachers should now further develop the use of digital technology in a more progressive and creative way across the school. They should explore further the use of digital technology to reduce barriers to learning.
- The school is at the early stages of developing approaches to learning through play. Senior leaders should now support teachers in the early years to re-establish opportunities for children to learn through play. As part of this, they should re-visit national practice guidance and engage in high-quality professional learning. Teachers should review the environment for learning and develop more engaging and inviting areas for children to learn through play. Children need more play and learning experiences which allow them to be creative, independent and to consolidate and extend their learning. This has the potential to help all children develop their curiosity and to deepen skills in problem solving, creativity and working together. Teachers should ensure they include a balance of child-led and adult-led play experiences. They should plan regular opportunities to observe children during play. This should help them to evaluate changes successfully.
- Children who require additional support with their learning have access to appropriate literacy and wellbeing interventions. Support staff are effective in working with children both in classes and in quiet spaces within the school. At times, a few children with additional support needs are not always engaged in purposeful learning activities. Teachers need to provide more individualised, quality learning experiences for children who require extra support. All staff should continue to develop agreed approaches to support children with additional support needs to make better progress in learning.
- All teachers implement effectively the school's agreed approach to assessment across the year. Teachers use assessments successfully to track pupils' progress and identify next steps. They moderate standards of children's work in writing well within school. Teachers evaluate evidence carefully using national Benchmarks to make professional judgements on children's progress and attainment. This is supporting teachers to make increasingly confident and accurate judgements about children's progress in writing. Senior leaders should now plan time for teachers to engage more regularly with each other and colleagues from other schools in moderation activities. This should include opportunities to moderate children's work across curriculum areas beyond literacy. This will support teachers to develop further their understanding of national expectations across the curriculum.
- In the majority of lessons, teachers use informal assessment strategies and motivating techniques to check children's understanding. In a few lessons, teachers use assessment

strategies more effectively to develop children's skills in self-evaluation. This includes referring back to the steps to success during a lesson and reviewing progress towards these. Staff should continue to use a range of effective assessment strategies during learning and teaching in all lessons.

- Most teachers provide meaningful feedback to children in writing activities. This is helping children to understand their strengths in learning and what they need to do to improve. Most children self and peer-assess their writing well, using set criteria to ensure their assessment is accurate. Senior leaders and staff should develop agreed approaches to improve consistency of feedback to children beyond their progress in writing. This will further support children to understand where they have been successful with their learning and their next steps.
- Senior leaders have recently introduced an updated tracking and monitoring system which helps them to gather important information about individual children. Senior leaders meet with teachers twice a year to discuss and monitor children's progress in literacy, numeracy and health and wellbeing. Together, they identify correctly children who are not making expected progress and agree approaches to support children's learning. Senior leaders should now review the frequency of these meetings. They need to ensure they monitor more robustly how well learning and teaching approaches are raising attainment and accelerating children's progress.

2.2 Curriculum: Learning pathways

- Most teachers plan well across different timescales in almost all areas of the curriculum using a blend of authority and school progression planners. These plans provide clear progression and guidance for teachers to plan learning for children. This is helping children to build progressively on prior learning as they move through the school.
- Teachers adapt Highland Council's local authority progression pathways appropriately to suit the school's context. They plan curricular experiences that support children in accessing their entitlement to a broad general education. Staff recently reviewed the school's curriculum as part of the school improvement focus. They make adaptations to ensure the curriculum takes account of the school's place within the community and make good use of the local area.
- Almost all children receive their entitlement to learn a modern language through the national '1 + 2' approach to language learning. Almost all children learn French from P1 to P7. In addition, children in P5 to P7 learn Spanish or British Sign Language. A few teachers use French language effectively as part of daily routines. In these classes, this is helping to improve children's vocabulary and understanding.
- Most teachers use a commercial resource effectively to help all children to develop their thinking skills and problem solving. This has increased children's voice in learning. Children exercise choice and take increasing ownership of their learning. This personalisation and choice encourages children to lead learning, to innovate and apply their learning across curricular areas.
- Children learn successfully about Christianity and other world religions through the school's effective religious and moral education programme. There are strong partnerships with members of the local parish who are regular visitors to the school. This supports children well to value and explore diversity, and respect other cultures. Teachers work well with a range of partners to provide progressive learning in a range of curricular areas which include science and music.
- Children make good use of the well-resourced school library. They access a range of fiction and non-fiction texts, including texts about diversity and different cultures. Classes visit the school library regularly and are encouraged to borrow texts to read for pleasure. Children are taking part in a whole school reading challenge to motivate everyone to read more.
- Across the school, not all children currently receive their entitlement to two hours of high-quality physical education each week. Senior leaders and teachers should now ensure that all children's entitlement to physical education is met consistently.

2.7 Partnerships: Impact on learners – parental engagement

- Most parents feel that staff know their child well as an individual. The majority of parents are satisfied with the work of the school, and most would recommend the school to others. A majority of parents feel welcomed into the school regularly. A minority of parents do not feel comfortable approaching the school with a problem or issue. Senior leaders should now work with all parents to help them to feel confident raising any concerns.
- Staff communicate regularly with parents through newsletters, emails and social media. A helpful annual calendar of dates is provided to families to share planned events in advance. For example, staff provide parents and carers with the opportunity to view their child's achievement logs at open sessions or at home. Staff host popular open afternoons where children share their learning. The headteacher provides a parent-friendly copy of the school improvement plan to share school priorities. A minority of parents and carers would like more information about their child's progress and learning. Senior leaders rightly plan to consult with parents about the arrangements for parents' evenings and sharing of information about children's learning.
- Almost all parents feel they are well informed about the work of the Parent Council. The Parent Council fundraise effectively for the school to enhance curriculum 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, young people. 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

- Children's wellbeing is an important feature of the work and life of the school. They experience high levels of nurture from staff. Children learn relevant information about how to look after their mental and physical health. Almost all children are encouraged to be involved in decisions about their classrooms and changes the school can make to improve their educational experiences. Almost all children have developed well their understanding of their and other's wellbeing. They have a clear sense that they are safe in school. Children identify adults around the school that they can approach, who listen to them and they feel safe with. As a result, children know that they are cared for, are respected and that they can achieve.
- All children are proud that their school has been successful in achieving awards for their rights respecting work. Most children speak confidently about their rights and link these to the UNCRC. Children in all classes create relevant charters which help them improve the classroom culture. Children across the school collaborate well to ensure their rights are embedded in their leadership groups and other activities that they participate in. For example, children in the rights respecting group considered how agreed principles informed the development of the playground charter. They shared the charter with children across the school and identified clearly why the charter was important to them. They shared with other children how the charter upheld their rights. As a result, children across the school agreed the charter and signed up to it.
- Staff work together effectively with a range of partners to support children's wellbeing. For example, partners provide support to children for transition to and from school, mental health, additional support for learning, therapeutic supports and sporting activities. A minority of children benefit from accessing individual support from partners which enables them to build confidence and participate in school life more fully. Senior leaders and staff should now work together with partners to consider how to enhance their involvement with an increased number of children. For example, they should identify ways for staff to consult regularly with partners and build upon activities or approaches provided by them.
- Staff are aware of the range of personal experiences that children have out with school. This is supporting them to be sensitive in how they respond to children during a range of interactions. As a result, almost all children remain settled, calm and engaged in class. They are respectful of each other. When children do present with distressed or dysregulated behaviour, most are increasingly able to regulate their own emotions better. This is helping them return to their learning quickly. A few children require significant time and support to regulate their emotions, including staff's use of physical intervention. Senior leaders and the local authority should now

identify appropriate training for staff to support them in confidently and safely meeting the needs of individual children. Senior leaders and staff should continue to consider approaches to reducing the likelihood of children presenting with dysregulated behaviour. They should identify the skills that individual children need to develop further. In doing so, they should design individualised education programmes that clearly show how adults will help children to progressively build their resilience and regulate their own emotions better.

- All staff know the children well and recognise their duties in relation to child protection. Overall, senior leaders comply and engage with statutory duties and codes of practice effectively for most children. This helps almost all children have their needs and entitlements met. A few children would benefit from a Child's Plan that focuses appropriately on measurable and improved learning outcomes. This is in addition to outcomes identified within multi-agency teams. For example, a few children have remained on a part-time timetable for a lengthy period of time. Senior leaders should ensure that any part-time timetables are in place for the shortest time possible to ensure all children receive their full entitlement to education.
- Most children with additional support needs have an appropriate chronology that outlines significant events over time. Senior leaders and staff should record more fully within chronologies the sources of information, the action taken and by whom, and the final impact or outcome of actions taken. Senior leaders have begun to improve information provided within a few children's chronologies. This is helping them to use chronologies more effectively as part of their assessment and to support further planning to improve outcomes for a few children. Senior leaders should continue with their plans to ensure that all children who require to have a chronology, have one that aligns more fully with national guidance.
- Senior leaders identify children who meet the criteria for a coordinated support plan (CSP). This is resulting in the support for a few children being coordinated better with relevant agencies. A few children require improved coordinated support to help them achieve their identified goals. Senior leaders should work with parents and relevant agencies to develop further their understanding of the purpose and impact of CSPs. The local authority should be involved in co-ordinating this work. Senior leaders should review children's support requirements and consider whether additional children in the school meet the requirements for a coordinated support plan.
- Almost all children learn about and embody diversity and how differences between people can be celebrated. They are developing appropriately their understanding of gender stereotypes, protected characteristics and ways to foster kindness, understanding and respect in a modern society.
- Children across the school are progressing well with learning how to use signing to interact. This is helping them connect with other children who require support to use language or express themselves. As a result, children are effective in ensuring their peers who require support to use language and communicate are encouraged to be involved in discussions and develop friendships. This inclusive approach is successfully increasing the number of children who understand and express themselves more effectively.
- Children who face additional challenges access a range of supportive interventions. These include children who participate in the 'Wild and Free' group to improve personal wellbeing. Children who access the 'coping with change and loss' groups have been supported well to understand their personal circumstances. Staff also provide small group sessions to increase

confidence and interactions between children. Play therapy also helps identified children to develop resilience and cope with challenges. Children who access these supportive interventions develop the skills required to increase their participation in class activities. Senior leaders and staff should now consider how all children who require more significant levels of additional support can benefit from targeted interventions. This has the potential to help identified children increase their time at school and improve their attainment and achievement.

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

- At P1, P4 and P7, most children achieve expected Curriculum for Excellence (CfE) levels in literacy and numeracy. A few children at first and second levels are exceeding national expectations. Staff should ensure all children working beyond anticipated levels receive increased challenge in their learning. Across the school, a few children could be making better progress.
- Most children who require additional support in their learning make satisfactory progress. Senior leaders and staff need to evidence more clearly the progress children requiring additional support with learning are making.

Attainment in literacy and English

- Most children make good progress in literacy and English. A few children, at all stages, could be making better progress.

Listening and talking

- At early level, most children talk enthusiastically about a story they know well, sequencing the main events and sharing why they like the story. They need support to develop skills in listening more carefully to others when they are sharing their ideas. At first level, most children confidently explain the difference between fact and opinion, giving examples. They share their own views on texts they have read and why they like a book or author. They need more practice to develop further their skills in taking simple notes when listening to information. At second level, most children contribute effectively during group and class discussions. They share their views confidently, explaining their reasons and being respectful of the opinion of others. They should continue to develop skills in active listening to build on the responses of others during a debate or discussion. Across the school, a few children need to listen more considerately when others are talking.

Reading

- At early level, most children are developing their knowledge of sounds well. They read simple words and sentences with increasing confidence. They need to continue to learn tricky words and increase their reading vocabulary. At first level, most children explain how to decode unknown words in a text. They read with increasing fluency and expression. They need support to develop their knowledge of the features of non-fiction texts. At second level, most children skim and scan texts accurately to find relevant information. They identify the main ideas and

use this to create notes or answer questions on texts read. They should now be encouraged to consider the writer's style and use of language when reviewing texts.

Writing

- At early level, most children use their knowledge of sounds well to attempt to write simple words. They add increasing detail to pictures and share their meaning. They need to engage in more regular writing through play to develop their confidence to have a go at writing independently. At first level, most children write descriptive poems using sound adjectives and similes. They would benefit from regular opportunities to improve their own writing after feedback from staff. At second level, most children write regularly in a range of genre. They know their next steps and increasingly use feedback well to improve their writing, for example, adding more description or correct punctuation. They need to be encouraged to continue to build their skills in writing reports and recounts.

Numeracy and mathematics

- Overall, children's progress in numeracy and mathematics is good. A few children are making very good progress. A few children across the school need support to explain their thinking and understanding of mathematical concepts and processes.

Number, money and measure

- Almost all children at early level recall number sequences forwards and backwards up to 20. They continue simple patterns well involving objects. Most children would benefit from more practice in identifying coins to £2. Almost all children at first level identify the value of each digit in a whole number with three digits. Most demonstrate an understanding of zero as a place holder. Children would benefit from guidance to use correct mathematical vocabulary when discussing subtraction and multiplication. At second level, most children explain clearly the link between a digit, its place and its value for whole numbers to one million. They need support to further develop their understanding of place value of numbers to three decimal places.

Shape, position and movement

- Almost all children at early level name and discuss accurately the properties of a variety of two-dimensional (2D) shapes. They discuss positional language, for example using the terms 'on, behind and underneath' appropriately. Almost all children at first level know that a right-angle measures 90 degrees. At second level, almost all children use mathematical language correctly, including acute, obtuse and reflex to describe and classify a range of angles. Most children use a digital programme effectively to measure angles accurately. Across the school, children would benefit from exploring three-dimensional (3D) objects and using accurate mathematical language to describe their properties.

Information handling

- At early level, most children use knowledge of colour, shape and size to match and sort items correctly in a variety of ways. They collect and organise objects for a specific purpose. Most children at first level explore ways in which data is presented and ask and answer questions about the information that it contains. At second level, most children use their local community as a context to collect and organise data. They organise data accurately as bar graphs and line graphs. Children analyse, interpret and draw conclusions from graphs they

have created. Across the school, children need to collect, organise, display and interpret a range of data more regularly, including through digital technology.

Attainment over time

- Attainment data over time for literacy and numeracy is above or in line with the local and national averages. There are dips in literacy and numeracy attainment at first level. Senior leaders and staff plan interventions to address dips in attainment. It is too early to evaluate how effective these interventions are. Senior leaders should now use attainment data more rigorously with staff. This is necessary to support them to more effectively identify and evaluate interventions that they put in place to address any dips and gaps in attainment.
- Across most curricular areas, most children make good progress over time. This is particularly evident for older children in science and in physical education. They develop knowledge and skills progressively and apply these skills effectively in lessons, for example during gymnastics lessons and problem solving activities.
- In June 2025, the school average attendance was 93.1%. This is above local and national averages. Children missing school through term-time holidays is a main reason for absence. The headteacher monitors children's attendance on a weekly basis which helps almost all children maintain positive patterns of attendance over time. She uses attendance information effectively to support parents and carers to understand the impact of sustained absence on children's school experience. A few children are on part-time timetables. As an important next step, senior leaders should develop strategies to increase the time spent in school for identified children.

Overall quality of learners' achievements

- Children are proud to have their school achievements recognised and celebrated through a range of awards. Children use attainment logs well to share their individual successes and journey as a learner. Almost all children in the upper school receive an award as playground leaders after delivering a programme of activities for younger children. This is improving the experiences of younger children at school and helping all children to be responsible citizens. Older children apply skills to lead restorative conversations. This is successfully reducing incidents and conflict for younger children in the playground. Senior leaders track children's wider achievements and attendance at out-of-school clubs. They use this information well to support children who are at risk of missing out on opportunities for wider achievement. Children value the opportunities for success that the school provides them.
- Children share their learning enthusiastically with a range of community partners. Senior classes organise exhibitions of work at the local community hub and these are well attended by families and the wider community. These valuable learning experiences help to ensure class learning is relevant and purposeful. An intergenerational link with a local care home provides the opportunity for younger children to develop gardening skills, and the school choir to perform for residents. Children develop as successful learners and confident individuals through the breadth of participation in their local community. This develops their self-confidence well.
- Across the school, senior leaders and staff should support children to understand and articulate the skills they are developing through their wider achievements. This will allow children to link the skills they have developed to learning, life and work.

Equity for all learners

- Older children have a strong understanding of the importance of equity through their pupil leadership group on the cost of the school day. They support all children to understand the costs families may face and support families across the school. Children and families are supported with the cost of a range of activities related to the cost of the school day. Almost all children attend school clubs and events regardless of cost.
- The headteacher consults staff and the Parent Council on the allocation of PEF. They should now consult the wider school parent body on how PEF should be spent in order to reduce inequity. The headteacher allocates PEF to provide additional teaching time to support interventions for identified children. As a next step, senior leaders should monitor more robustly how well the school is closing the poverty related attainment gap. This includes evaluating and measuring specific interventions more fully to identify the impact and outcomes for 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.