

Summarised inspection findings

Lauder Primary School

Scottish Borders Council

3 March 2026

Key contextual information

Lauder Primary School is a non-denominational school which serves the town of Lauder and surrounding rural area. At the time of inspection, there are 222 children on the school roll taught over nine classes. Around 6% of children are registered for free school meals, which is below the national average. Almost all children live within Scottish Index of Multiple Deprivation (SIMD) data zones 6 to 10. The headteacher, a depute headteacher and a principal teacher serve as the school's senior leadership team.

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

- Senior leaders sustain a positive collaborative culture across the school community. A strong focus on children's learning and progress has been a central feature of the headteacher's leadership since taking up post earlier this year. Staff work together well and demonstrate dedication to the school and local community. The headteacher provides effective leadership and is well-supported by the depute headteacher and principal teacher. They work together very well as a team and are respected by staff, children and families. Parents appreciate the commitment and caring approach of senior leaders and staff.
- Children and parents have regular opportunities to revisit and discuss the school's motto, values and aims in meaningful ways. Senior leaders ensure that these continue to have a high profile and remain relevant. The values of ambition, respect, resilience, compassion are deeply embedded across the life of the school. Senior leaders and staff make links to these with children through daily conversations, in class and at assemblies. Children have a very well-developed understanding of each value and talk with pride about how they demonstrate these in their lives and at school.
- Senior leaders work with staff to plan and evaluate school improvement work at regular points across the year. Increasingly, they analyse and use a wide range of data to inform decision-making which helps to ensure the right areas of focus are chosen. The headteacher should now involve children, support staff and parents further in planning and evaluating school-wide improvements. Within strategic plans, senior leaders should select outcomes that align more directly to the core aim of the improvement priority. This should help senior leaders and staff to understand more fully the quality and impact of the school's work.
- Through planned improvement work last session, staff developed teaching approaches in writing and increased support for all children's wellbeing. This work is impacting positively on outcomes for children. For example, children's progress in writing is improving and they feel

well-supported with their emotional wellbeing. This session, there are a considerable number of priorities and actions within the school and cluster improvement plans. Senior leaders should monitor closely the pace of change for staff and children, adapting plans as needed. This should help to protect time for those key priorities which will have greatest impact.

- Senior leaders carefully consider the context of the school when planning how to allocate Pupil Equity Funding (PEF). They share information with parents on the impact of funded interventions as part of annual improvement reporting. Senior leaders should now explore sensitive ways to engage children, staff and parents when deciding how PEF is used and to evaluate its impact.
- Senior leaders have established rigorous quality assurance systems and processes. Together with teachers, they gather relevant evidence through a range of activities, including lesson observations, questionnaires and sampling children's work. Senior leaders use this information well to inform learning and teaching improvements and professional learning. Staff find peer observations and collaborative activities useful. The headteacher should now streamline approaches to quality assurance to help reduce workload. Senior leaders and staff also work with cluster and education colleagues regularly to help audit and reflect on their practice. The headteacher supports teachers to understand the school's collective strengths and areas for development. Senior leaders and all staff should use this knowledge to develop and agree whole school strategies to further raise attainment.
- Senior leaders support and empower teachers well to lead change and improvement. Teachers discuss educational literature and use this to develop further their classroom practice. Teaching and support staff embrace opportunities for professional development. A few teachers engage in a national improvement project on writing. Pupil support staff also participated in recent cluster training on communication needs and restorative approaches. Senior leaders support staff to share their learning with colleagues which is helping to develop consistent positive practice across the school. A few staff contribute to cluster or local authority groups. The majority of teaching staff take responsibility for areas of the curriculum or particular school improvement projects. For example, they lead on numeracy, digital skills, science, technology, engineering and mathematics (STEM) as well as play and rights-based learning. Teachers' leadership of change is improving experiences for children. Senior leaders should now empower pupil support staff to lead and develop more aspects of school life.
- Increasingly, children take responsibility for making positive changes across their school. The headteacher believes strongly in children's involvement in decision-making. For example, he has introduced questionnaires that support children to share their views on aspects of learning and teaching. Teachers use the results to help shape learning experiences and to adapt the classroom environment. As a result, most children feel that their views are listened to and respected. Groups of children work together well in committees focused on areas such as rights-based learning, road safety, and digital technologies. With support from teachers, children discuss what improvements they would like and organise events or campaigns. They provide updates on their work at assembly and through informative displays. A few older children benefit from school-wide leadership roles, such as house captains. Children can give a few examples of pupil-led positive change. For example, they describe the benefits of having a pupil 'tech team'. As planned, the headteacher and staff should build on this positive foundation to involve more children in leadership roles and decision-making.

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

- Across the school, there is a welcoming and caring ethos. Staff work together well to provide an inclusive learning environment. Children are friendly, polite and very proud of their school and community. Relationships between staff and children are very positive. Overall, children are highly motivated to learn and behave respectfully. Occasionally, a few children demonstrate low-level disruptive behaviours, such as talking over others. When teachers structure and pace lessons well, all children sustain their concentration and engagement. In all classes, staff and children have clear expectations of standards for behaviour and use class charters effectively to support this.
- Teachers make regular use of school grounds, the local community and natural spaces. This enhances children's learning and supports creativity across the curriculum. During lessons, almost all children work successfully individually and interact well with others in pairs and groups. Increasingly, children have opportunities to personalise or lead on aspects of learning. For example, older children set questions for research and younger children make choices about where they play and learn. Building on this, teachers should support children to take a greater role in leading their own learning more regularly.
- Teachers find the 'Lauder Primary Learning and Teaching Toolkit' helpful. They use it to clarify expectations and embed consistent approaches across the school. Senior leaders and staff should now streamline the toolkit to ensure the most relevant information can be understood and accessed easily. Teachers provide learning activities and resources that meet the needs of children increasingly well. In most lessons, teachers set tasks at an appropriate level of difficulty. Across the school, a few children would benefit from greater challenge. They are ready for more complex activities and increased opportunities to apply their learning in less familiar contexts.
- Pupil support staff assist children well during lessons and when working with small groups. They help children to consolidate learning and support their emotional wellbeing effectively. Pupil support staff also provide skilful and valuable support when working one-to-one with individuals. They use questions, commentary and encouragement well to build children's self-esteem. This supports children to engage more confidently with a range of learning experiences.
- Most teachers make highly effective, innovative use of digital technologies to enhance learning and teaching. This is an important strength of the school's work. Teachers employ interactive whiteboards, a range of software, and digital tools very well to stimulate children's thinking and deepen understanding. Almost all children demonstrate well-developed digital knowledge

and skills. For example, they create online books using multi-media independently and older children discuss digital product design with confidence. Children who require additional support also make regular, increasingly independent use of digital tools to assist their learning. For example, children use speech-to-text features during writing tasks or access subtitles during video input to aid understanding.

- Senior leaders, teachers and support staff are developing approaches to play at early level. They make effective use of national guidance and professional learning to inform their work. Across the week, children experience a considered balance of direct teaching and play. Teachers record valuable observations of children's learning at regular points. Staff adapt class and outdoor environments well to capture children's interest. As planned, staff should strengthen the use of literacy and numeracy prompts to extend learning within role-play spaces. All staff use commentary and questioning well during their interactions with children. The headteacher supports school and nursery staff to engage in regular professional discussion and should continue to protect time for staff to share practice. This should help to ensure that children build their knowledge and skills progressively across early level.
- Almost all teachers outline the purpose of learning clearly and offer helpful explanations. Increasingly, they support children to identify and discuss the skills that they are developing and link these to life and work. In almost all lessons, teachers create and share the measures for success. Children feel these are helpful. At times, a few teachers identify measures for success collaboratively with children. Across the school, children should be given opportunities to practise this skill more often.
- Most teachers use questioning well to help children recall prior learning and check understanding. Staff should now employ a wider range of strategies to explore or gather children's contributions and answers. A few teachers use highly effective questioning to extend children's learning and support higher order thinking skills.
- Most teachers use several formative assessment strategies during lessons to check children's understanding. A few teachers respond to the feedback they receive skilfully, adapting their teaching or children's activities promptly. Children engage in peer- and self-assessment regularly and feel this helps their progress. All staff give positive verbal feedback and encouragement to children. Most teachers provide brief written feedback in a few curricular areas, often focused on children's effort. As a next step, teachers should continue to develop feedback to help children clearly understand their strengths and next steps. Most children are now ready to set short-term, personal targets in key areas of learning. Teachers should encourage children to use the feedback they receive when setting and reflecting on these targets.
- Recently, the headteacher and staff agreed the range of assessments children will complete across each session. As a result, senior leaders and teachers are now gathering robust evidence across literacy and numeracy. Teachers should now demonstrate more clearly how they use assessment information and evaluations of taught lessons to inform their planning. This should help to support all children to make the best possible progress.
- Senior leaders and teachers are developing further the use of local authority pathways and other materials to plan children's learning across Curriculum for Excellence (CfE) levels. This session, teachers are trialling a new approach to planning learning that links across curricular subjects. Children contribute to this by sharing what they already know and what they would

like to learn. There are early signs of positive impact and children are benefitting from well-considered learning experiences. As planned, senior leaders and teachers should continue to refine approaches to planning to ensure these are of consistent and high-quality across the curriculum.

- Senior leaders protect time for teachers to moderate their planning together during stage meetings. A few teachers share and discuss standards of children's writing through a national project. These opportunities are increasing teacher confidence and accuracy when making professional judgements about children's attainment. Senior leaders should continue to support teachers to moderate together across a range of curricular areas and with colleagues from other schools. This should help to embed a deep and shared understanding of national standards.
- The headteacher introduced systems to record and track children's progress more rigorously in literacy and numeracy. Senior leaders, support for learning staff and teachers monitor and discuss this information during termly 'attainment consultations'. They identify children who would benefit from additional support and plan targeted interventions. This is supporting children's progress. Senior leaders should now streamline the different tracking systems to create a single, simplified system. This should support staff further to consider and plan to address any factors that may be impacting on a child's attainment and progress.

2.2 Curriculum: Learning pathways

- Currently, senior leaders and teachers are working together to audit the school's curriculum and learning pathways. They are sharing ideas on how to develop children's skills, capabilities and attributes in different contexts. As part of this work, staff should agree regular points within plans and pathways to link, revisit and build on children's learning. This is particularly important within reading, mathematics and for types of writing. This should help support children better to deepen and apply their learning.
- All children receive their entitlement to two hours of high-quality physical education (PE) each week. This is delivered by skilled specialist teachers. Class teachers, partners and secondary school sports leaders also develop children's physical skills and fitness through well-considered activities, clubs and experiences. In P4, children receive blocks of swimming tuition which supports them well to develop this important life skill.
- Children benefit from a range of regular experiences to learn outdoors in natural spaces. This provides them with opportunities to apply their learning in different ways. For example, 'loose parts' activities support children well to demonstrate communication and teamworking skills. A few staff also deliver small group support using outdoor spaces. Senior leaders have created helpful guidance and displays to support and share practice. Teachers should now consider how outdoor learning could build children's skills progressively as they move through the school.
- Staff work very well with local partners and community organisations to plan and provide experiences that enhance children's learning across the curriculum. For example, older children recently deepened their knowledge of Remembrance Sunday in meaningful and relevant ways. Supported by local community partners, children also greatly benefit from learning about and participating in local heritage traditions linked to Lauder Common Ridings.
- Visitors and partnership events support children to develop an understanding of the world of work and learn about careers. Older children use digital profiles to record their strengths, achievements and ambitions. This positive approach is helping children to identify and practise the skills they need for life and work.
- Children at all stages benefit from a progressive skills programme in French. A few teachers use French language regularly for simple instructions or in daily routines. This is helping children understand and practise a range of useful vocabulary. Older children learn British Sign Language and younger children explore a range of languages, such as Spanish. This supports children to gain new knowledge and explore ways people communicate.
- Staff have a strong focus on supporting children's learning pathways as they move from nursery into P1 and from P7 to S1. They work very well with the school nursery, local childcare providers and the high school to support children's ongoing progress in learning. During their P7 year, children benefit from well-considered, curricular learning experiences with secondary staff. Children grow in confidence and build on their learning well through the school's approaches.

2.7 Partnerships: Impact on learners – parental engagement

- Senior leaders and staff establish strong positive relationships with families. Parents feel that their child is happy and safe at school. They are comfortable approaching staff with questions, suggestions or any issues.
- Parents attend a variety of school events throughout the year where children showcase their knowledge and skills. Teachers create termly class newsletters for parents which highlight key learning. Teachers and children share learning and celebrate achievements with families regularly using an online platform. As a result, most parents feel they receive helpful information about the progress their child is making.
- Recently, staff gathered parents' views to help create a school 'digital tablet' policy. This collaboration helps families to understand more fully children's learning experiences with digital technologies. Parents welcome further opportunities to engage in learning alongside their children. As planned, senior leaders should develop further meaningful family learning.
- Staff and children benefit from a valuable partnership with the active Parent Council. Most parents say that they are encouraged to be involved and kept updated. The Parent Council organise fundraising events throughout the year which children and families enjoy. Children greatly benefit from the funds raised. For example, monies raised cover transport costs for class outings and subsidise swimming lessons and the P7 residential excursion. This ensures no children miss out on these important experiences due to financial reasons.

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

- Children learn in a supportive and nurturing environment. They show respect for adults and the wider school community. All staff promote the school values and children's rights very well. This fosters a respectful and inclusive ethos across the school and in the playground. Recently, teachers audited classroom spaces to develop further inclusive wellbeing support. Across the school, all children now have access to calm spaces, 'affirmation stations' and helpful resources. These supports help children to be more independent and to settle quickly following transitions. Staff also provide a library lunchtime club for any children who enjoy a quieter setting. Almost all children say they feel safe and included at school.
- Across the school, children understand the importance of wellbeing. They are beginning to develop their awareness and use of the shared language of wellbeing indicators. Children evaluate their wellbeing in different ways throughout the year. This helps them to understand their emotions and share any concerns with staff. Senior leaders and teachers use this information effectively to provide targeted support for individuals or classes. For example, older children asked for more discreet ways to request a wellbeing conversation with an adult which staff developed promptly. Most children now say that they are confident asking for help or support and feel that their views are listened to.
- Children are developing a secure understanding of their rights and can increasingly articulate what these mean in relation to their lives. The 'Lauder Rights Rangers' pupil group work closely with peers and partners to explore and promote children's rights, including delivering impactful school assemblies. With help from staff, the group create engaging displays to showcase their work and to provide information about the United Nations Convention on the Rights of the Child (UNCRC). The 'Lauder Rights Rangers' gathered views from each class on which rights children felt were most important for their school. They used these contributions thoughtfully to create a school-wide playground charter. The new charter is helping children to treat others kindly and fairly when playing outdoors. Senior leaders should now help children, staff and families to use their growing knowledge to review and refine the school's positive relationship policy.
- Almost all children feel that school staff help to develop their physical health. They value and engage well with a range of physical activities, PE lessons and lunch or after-school sports clubs. Most children confidently explain the link between a healthy body and a healthy mind. A few groups of children have represented the school successfully at events and tournaments, such as netball and running. Staff continue to build on this positive work to foster and encourage healthy competition and fair play. They should now explore ways to support more

children to participate in competitive sports experiences. This should help all children to develop, practise and apply their skills and talents in different contexts.

- Children benefit from a broad range of health and wellbeing experiences delivered through class-based learning, visiting specialists, and whole-school assemblies. Most children articulate well the importance of staying safe online and outline the strategies they take to protect themselves. Older children demonstrate a secure understanding of the risks associated with drugs and alcohol. They discuss how they develop decision-making skills with confidence. Across the school, children are developing their ability to assess and manage risk in real-life contexts through a range of outdoor experiences. As a result, children demonstrate resilience and problem-solving skills. Staff should continue to explore ways for children to lead initiatives that promote healthy lifestyle choices. This will strengthen children's ownership of their health and wellbeing and help them to adopt and sustain healthy habits.
- Senior leaders and staff have a clear understanding of their statutory duties and responsibilities. They are confident applying school and local authority procedures in relation to child protection and safeguarding. Senior leaders and all staff engage in regular, relevant professional learning which further strengthens their knowledge and approaches.
- Strong partnership working between staff, and with other specialist agencies and professionals, results in positive outcomes for children and families. Staff work well with a range of partners, such as allied health professionals and community groups, to ensure that children's wellbeing needs are supported effectively. For example, staff applied knowledge they gained from training on neurodiversity to support children further during lessons and with daily routines. Across the school, children participate in valuable intergenerational partnership activities with residents at Southgardens. Everyone enjoys and benefits from reading together, playing games and singing songs. This partnership is helping to develop children's interpersonal skills and self-esteem.
- Most children who require additional support with their learning are supported well in class and through one-to-one or small group sessions. Staff collaborate with a range of education partners, such as inclusion services and outreach, which supports children to make progress in their learning. Children who require additional support have relevant plans in place. Parents discuss and review these plans with senior leaders and support for learning teachers at regular points. Senior leaders should consider how to support children, parents and relevant staff to contribute to setting and evaluating high-quality targets. Currently, senior leaders and support for learning teachers use several different ways to plan and track children's personalised support and outcomes. The headteacher should now work with staff to combine and streamline these processes. This should help ensure that children's progress can be more easily understood by senior leaders, teaching and support staff.
- Across the school, children benefit from well-planned, effective transition arrangements. Staff provide effective pastoral support as children move between classes and at P1 and P7 stages. Senior leaders protect time for relevant staff to meet and discuss key information. They ensure enhanced arrangements are in place for children who need extra support. Before moving to a new class, staff help children who require additional support with learning to create an individual pupil passport. Within these, children outline their strengths and strategies that they find helpful. This helps to ensure their new teacher offers consistent support and resources. As a result of these inclusive approaches through times of change, most children feel confident, well-prepared, and actively involved.

- Senior leaders and teachers promote and share anti-bullying messages during assemblies and curricular lessons. A few children and parents remain unsure about the school's approaches to address bullying. To strengthen understanding, senior leaders should work with staff, children and families to review and refine the school's anti-bullying policy. This should help everyone in the school community to fully understand what constitutes bullying behaviour, how to report concerns, and how these will be addressed.
- Senior leaders and partners provide children with increasing opportunities to explore diversity and difference through assembly and class activities. Children are developing their understanding of inclusion and equality through campaigns, such as Black History month and World Autism Awareness Day. Teachers are taking steps to broaden the range of resources to support children further in identifying and discussing themes appropriate to age and stage. Senior leaders and staff should develop further planned learning experiences on diversity, inclusion and protected characteristics that build children's knowledge and skills over time. This should strengthen understanding and confidence across the school community.

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

- Overall, attainment in literacy and numeracy is good. In session 2024/25, at P4 and P7 almost all children achieved nationally expected levels in listening and talking and most achieved in reading, writing and numeracy. Achievement of early level data was not sufficiently robust.
- Most children who require additional support with their learning make good progress towards their individual targets in literacy and numeracy.

Attainment in literacy and English

- Overall, most children make good progress in literacy and English. At each level, a few children exceed national expectations.

Listening and talking

- At early level, most children share their ideas and answer questions with growing confidence. They are developing turn-taking during discussions. At first level, most children communicate well with adults and peers. They listen and respond in respectful ways. At second level, most children contribute relevant suggestions and opinions with confidence during group and class discussions. They ask a range of well-considered questions and can take helpful notes as they listen to input. Across the school, children should continue to build and apply their presentation skills for a range of audiences.

Reading

- At early level, almost all children hear and say patterns in words accurately. They know the difference between letters, words and sentences. They engage well with stories and rhymes. At first level, most children read aloud a familiar piece of text with expression to demonstrate their understanding. They understand the difference between fact and opinion. They talk confidently about favourite authors and genres, giving reasons for their choices. They should practise making a few short notes during or after they read a text. At second level, most children read with increasing fluency and when reading aloud, using appropriate pace and tone. They answer a range of questions accurately. They should discuss the writer's style and explore other language features appropriate to the text to deepen their skills.

Writing

- At early level, almost all children demonstrate developing skills in writing. They write from left to right on the page and most attempt to write words with growing independence. Children should continue to practise forming letters accurately. At first level, most children are developing the technical skills of writing well and use a range of punctuation accurately. When

writing parts of a story, they start their sentences in a variety of ways to engage the reader. At second level, the majority of children use an increasing range of relevant conjunctions within their sentences. They make thoughtful choices about vocabulary and structure. Across the school, children need regular practice writing extended texts within different genres for meaningful purposes or audiences. This should include developing and applying writing skills within other curricular areas, such as science.

Numeracy and mathematics

- Overall, most children make good progress in numeracy and mathematics. At each level, a few children are exceeding national expectations.

Number, money and measure

- At early level, almost all children count forwards and backwards with accuracy to 20. They are developing confidence in adding and subtracting within 10. They recall the days of the week in sequence. Children are not yet confident talking about features of different seasons. At first level, most children round numbers accurately. They demonstrate their understanding of equivalent fractions and calculate correctly simple fractions of whole numbers. Children should practice calculating change when working with money. At second level, most children have a strong understanding of place value. They work well in pairs to solve multi-step problems. Children need further support to calculate simple percentages of a quantity accurately.

Shape, position and movement

- At early level, almost all children demonstrate their understanding of position and direction in context. They use positional language appropriately, such as in front, above and backwards. At first level, most children use accurate mathematical vocabulary when describing the properties of a range of common two-dimensional shapes and three-dimensional objects. At second level, most children apply their knowledge and understanding well to create a range of symmetrical patterns. Across the school, children require continued experience to consolidate and apply their learning and skills across the curriculum and in meaningful contexts.

Information handling

- Across the school, children practise and apply their learning in real-life contexts, for example, tracking weather. At early level, almost all children use their knowledge of colour, shape, and size to match and sort items correctly. At first level, most children use information presented in simple charts and tables well to answer questions. They gather data through surveys and group tallies and display results in bar charts. At second level, most children record and interpret information in graphs and diagrams successfully. Moving forward, children should make use of their strong digital skills to present data in a variety of ways.

Attainment over time

- Senior leaders track and analyse attainment results at key stages over time, making effective use of further data provided by the local authority. As part of this work, they should now consider more closely attainment for specific groups of children. Overall, attainment figures remain steady, with decreases and increases in a few areas and stages. Senior leaders now consider a greater range of more robust evidence and, as a result, have a clearer understanding of the reasons behind patterns and changes. For example, last session senior leaders and teachers identified a dip in writing attainment. They took prompt action to improve teaching approaches and children's learning experiences. This session, there is growing evidence of increases in children's technical skills and progress in writing. Senior

leaders should support staff to deepen their understanding of the school's data and agree a shared strategy for raising attainment further.

- The school's overall attendance average has continued to increase over recent years and was 96.35% in June 2025. This is above the national average. Currently, very few children have attendance below 90%. The headteacher monitors reasons for absence. If senior leaders have a concern about a child's attendance, they work in close partnership with parents and relevant staff. This helps to improve attendance. There have been no exclusions.

Overall quality of learners' achievements

- Children are proud of their achievements in and out of school and discuss these with staff and peers. Staff celebrate children's achievements in class, on wall displays and digitally. Senior leaders track children's participation in clubs and activities, such as music, both in and out of school. They are beginning to use this information to identify and support any children who are at risk of missing out. As planned, senior leaders should continue to build on this work. This should include considering ways to record and value a wider range of children's achievements, including smaller personal successes.
- Children achieve local and national recognition individually and as a school. For example, a few children have received community champion awards or 'gardener of the year' certificates and the school has been recognised for their work on children's rights. Children demonstrate attributes as responsible citizens and effective contributors in their local area. Community partners celebrate and promote children's skills and attributes, including Lauder Common Riding Committee, local police officers and 'Lauder in Bloom'. This fosters a sense of belonging and community achievement. Older children demonstrate and apply skills and qualities through school-wide responsibilities. P7 show strong skills in teamwork and communication during residential excursions.

Equity for all learners

- Senior leaders and staff have a deep understanding of the socio-economic context of the school community. They are mindful of the cost of the school day for families and provide a range of supports. For example, staff offer a uniform 'swap shop'. Senior leaders also work closely with partners to eliminate or reduce the cost of school excursions and events. Parents appreciate this support. School staff should continue to explore further ways to ensure all children and families are able to participate fully in the life of the school.
- The headteacher uses PEF to provide targeted support for children. Senior leaders purchase resources and fund staff to provide literacy, numeracy and wellbeing interventions. Senior leaders and staff use pre- and post-evaluations well to measure and evidence the positive impact of these approaches on individual children's progress in literacy and numeracy. Senior leaders now need to widen their analysis to understand more fully how well they are reducing attainment gaps for targeted groups of children over time. This information should be used to help to select the most effective interventions to accelerate children's progress and raise attainment.

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.