

Summarised inspection findings

Hilton of Cadboll Primary School

The Highland Council

20 January 2026

Key contextual information

Hilton of Cadboll Primary School is a non-denominational school located on the Seaboard area of Wester Ross. It serves the villages of Hilton, Balintore and Shandwick and surrounding areas. There are 97 children on the roll, arranged over five classes. The roll has declined over the past five years. There is also a nursery class which has 12 children on the roll. Around 55% of children live in Scottish Index of Multiple Deprivation deciles 1 and 2, with the remaining children living in deciles 5 and 6. In September 2024, there were 38% of children with additional support needs and 21% entitled to free school meals.

The headteacher was appointed permanently to the post in August 2024, having served in an acting capacity since January 2023. An additional primary school was added to the headteacher’s leadership responsibilities in August 2025. A permanent principal teacher was also appointed at that time to serve both schools. There have been significant changes to the teaching staff over the past two years.

1.3 Leadership of change	weak
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	

- There are important weaknesses in the leadership of change, resulting in the need for prompt, structured and planned action.
- Adjustments to the school’s leadership structure, including the recent move to a shared headship, have led to significant changes in leadership roles and responsibilities. Senior leaders are beginning to embed this new leadership model. However, this, in addition to other staffing changes, is impacting negatively on the pace of improvement. Some priorities, such as embedding the development of play, have stalled completely.
- Senior leaders have ensured the involvement of children, staff and parents in the review and development of the school’s vision, values and aims over time. The ‘dream’ it, believe it, achieve it’ motto, and aims ‘positive, inclusive and ambitious,’ are displayed prominently throughout the school. The six school values spell ‘Hilton’ (Honest, inspirational, learning, teamwork, outdoors, nurturing), to help children relate to them. The headteacher recognises that the totality of the vision, values and aims has become overwhelming for children, limiting their impact. The recent relaunch of the house system under new house names, each with an associated value has added further complication. Senior leaders should now work collaboratively with children, staff and parents to streamline the school’s approach. Doing so should help the whole school community work more effectively together towards a clearly understood and appropriately aspirational vision.

- Senior leaders use a range of appropriate strategies to seek the views of children, staff and parents to inform improvement. Their developing use of floorbooks is increasing the effectiveness of this, with strengths and next steps clearly identified as a result of feedback provided. All staff regularly take part in a range of self-evaluation activity. Staff would benefit from deepening their understanding of How Good is our School (4th edition) quality indicators and national standards to strengthen further the accuracy of this self-evaluation. Senior leaders have correctly identified the potential to involve children and parents more actively in the use of quality indicators to evaluate performance.
- Senior leaders involve staff in discussions that inform the identification of school improvement priorities. They are at the very early stages of involving parents in this process. A parent-friendly version of the school improvement plan is provided. All staff participate in the process of change and evaluating improvement. Senior leaders should review the identified priorities as a matter of importance to help increase the pace and effectiveness of change.
- Senior leaders should ensure that staff are more actively engaged in the development of policies, such as the learning and teaching policy. As a team, staff should develop a shared understanding of what high quality learning and teaching looks like. This would better support the policy's successful implementation. Staff need to make significant improvements to the learning environment to ensure it provides children with engaging and motivating spaces in which to learn. They should take prompt action to address this.
- Senior leaders implement an agreed quality assurance calendar to monitor the effectiveness of learning, teaching and assessment and children's progress. Activities include sampling work, observing learning and discussing children's progress with class teachers termly. This process is not yet leading to sustained improvement. Senior leaders now need to apply greater rigour during the quality assurance process to ensure consistency of practice across the school. Overall, expectations of what children can achieve should be increased.
- Staff feel empowered to initiate and lead change and improvement. Teaching and support staff work together effectively as a team, particularly when planning and delivery targeted support for individuals and groups. Staff engage in a range of appropriate professional learning activities, including learning from good practice in other establishments. A few staff engage in research-based leadership development and masters-level training. Staff engagement in these activities contributes positively to aspects of improvement, such as the ongoing development of inclusive classrooms. Both teaching and support staff take responsibility for identified improvement actions, including the use of Pupil Equity Funding (PEF) and literacy and numeracy interventions.
- The majority of children feel that staff listen to their views but do not know if their views have been considered when making changes. Senior leaders should develop further the approaches used to help children understand how their views have influenced change. Children enjoy their involvement in leadership activities, such as serving as house captains, being a member of the pupil council and being part of the school newspaper team. However, children are not yet able to clearly articulate the difference their leadership is making to the school through these roles. Staff should now consider how these leadership opportunities can be extended to include younger children.
- Community partners and parents welcome the opportunities provided to them by the headteacher to work in partnership with the school. Staff use their knowledge of the local

community and its residents to access local skills and expertise to support the work of the school. For example, developing the school website, supporting reading interventions and running after-school clubs. Partners value the positive contribution the school makes to the wider community.

- Almost all staff have a clear understanding of the social, economic and cultural context of the school. They use this to inform their strategic planning to close the poverty-related attainment gap. They have produced a plan which has an appropriate focus on raising children's attainment in literacy and numeracy. Senior leaders ensure enhanced staffing is in place to implement targeted interventions aimed at raising attainment and closing the identified poverty-related literacy and numeracy gap. Senior leaders involve staff, children and parents in the decision-making around the use of PEF.
- A child-led whole school 'participatory budgeting' project is informing the use of part of the PEF budget. Children identified the development of outdoor play as the chosen priority following a detailed consultation process, including engagement with the local councillor.

2.3 Learning, teaching and assessment

weak

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

- There are important weaknesses in learning, teaching and assessment that significantly diminish children's experiences. Staff should take immediate, planned action to address these.
- In most classes, children learn in an environment where positive relationships between staff and children and between children are evident. Most children feel that the school helps them to understand and respect each other. Children participate in the creation of rights-based class charters which is beginning to help them understand their rights. Children are supported to recognise and regulate their emotions using an agreed whole school approach. They are becoming more able to identify when they need to regulate their behaviour and understand the tools and techniques they can use to help achieve this.
- Most children learn in classrooms that are calm. However, in a few classes, low-level disruptive behaviour is frequently disturbing learning and needs to be addressed. Children are taking too long to transition from one activity to another and settle to tasks. Staff work appropriately with children, parents and partners to create behavioural support plans for the few children who require additional support. Senior leaders should monitor the impact of these plans closely to ensure they have the desired outcomes.
- The school building provides a range of learning environments, including a library and nurture space. Staff use an environmental assessment tool to ensure the provision of inclusive classroom spaces, however this is not yet having sufficient impact. There is significant potential to improve the quality of the indoor learning environment to support better children's engagement and independence in learning. The quality of displays and the organisation of resources is variable. Staff should increase their expectations of what a high-quality learning space looks like. They would benefit from visiting other establishments to broaden their understanding of good practice.
- The quality of learning and teaching varies significantly across the school. Although a learning and teaching policy is in place, it is not being implemented consistently. As a matter of priority, all staff should work together to develop and implement a shared understanding of high-quality learning and teaching. Senior leaders should increase the rigour with which they monitor the effective implementation of the learning and teaching policy.
- All teaching staff use digital whiteboards to introduce learning activities. In a few lessons, children use digital technology to support their learning. For example, to reinforce their

numeracy skills by engaging with web-based games. Older children use technology to create digital presentations when linking learning across different subjects. Children use a digital application to access homework tasks and to share learning with home. Staff should offer children more opportunities to use a broader range of technologies across the curriculum. This should support children to develop their digital skills in a more planned, progressive way.

- In most lessons, staff share the intended purpose of learning with children. In the minority of lessons, steps for success are also shared. Children would benefit from being involved in co-creating these steps to help them understand if they have been successful. The pace of lessons in the majority of classes is too slow, resulting in children becoming disengaged from their learning. There is limited opportunity for children to exercise personalisation and choice. Overall, in the majority of lessons, children are too passive in their learning.
- The quality of teacher's written and verbal feedback is variable. Staff should develop further their understanding of high-quality feedback to support better children's understanding of what they have to do next to improve. Children would benefit from more frequent opportunities to engage in peer and self-assessment. Most teachers use questioning to check for understanding. There is potential to extend the range of questioning further to help deepen children's understanding.
- Children in the early stages have limited opportunity to experience high-quality play experiences. Senior leaders recognise that the development of play that has taken place over the past few years has stalled due to staffing changes. They should take steps to redress this. Staff should engage with national guidance and identified effective practice to develop the quality of children's play environment, experiences and interactions.
- Staff implement an agreed assessment calendar that informs the timing of literacy and numeracy assessment activities. They make increasing use of high-quality assessment activities to inform their understanding of children's progress in learning. In a majority of classes, staff use assessment outcomes to provide learning set at appropriate levels of difficulty. However, the level of challenge provided for children capable of achieving more is limited. Staff need to increase their expectations of what children can achieve.
- Staff moderate learning regularly through collaborative planning with stage partners and informal discussions. Their engagement in moderation activities focusing on listening and talking and writing is helping strengthen their professional judgement. Staff should continue to engage in moderation activities and use of national Benchmarks to strengthen further their understanding of national expectations.
- Staff plan over different timescales, including weekly and termly planning. They use a range of curriculum pathways appropriately to inform this planning process. Staff share their planning with parents through the school app. Parents value this as it enables them to reinforce their child's learning at home. Staff need to review the allocation of time to learning activities across the school week. The cumulative impact of activities such as a soft start, morning snack and a daily run significantly reduces the time available for learning across the week.
- Class teachers work in partnership with the support for learning teacher to plan for children in need of additional support. They review these plans regularly to monitor progress. Most provision of additional support is undertaken by support staff outwith the child's normal

classroom. Staff should review the impact of this extraction approach to ensure children are not disadvantaged by what they are missing in class.

- The headteacher undertakes tracking meetings with class teachers four times a year to review children's progress in learning. The introduction of a literacy and numeracy tracker is strengthening these discussions. Staff are increasingly confident in identifying children in need of additional support. The range of interventions provided are almost entirely aimed at children falling below expected levels, or with identified gaps in learning. Staff should now extend their tracking and monitoring process to ensure children capable of working above expected levels are also supported.

2.2 Curriculum: Learning pathways

- All staff use a range of progressive curriculum pathways to support and inform their planning for most areas of the curriculum. These pathways detail appropriate progression across Curriculum for Excellence (CfE) experiences and outcomes. Senior leaders should ensure that all staff have access to pathways reflecting all areas of the curriculum, including technology, music and drama to ensure breadth and progression. This should better support staff to ensure that all children receive their full curriculum entitlement to a broad general education.
- Teachers plan learning informed by children's preferences that link different curriculum areas together. Teachers are at the very early stages of tracking coverage of CfE experiences and outcomes delivered through topic work. Senior leaders should work with teachers to develop a clear strategic overview that identifies the relevance, breadth and progression of identified learning.
- All children learn French as part of a progressive 1 + 2 modern languages programme. Children across all stages also learn Scots. Children engage in cultural learning, conversational practice, and language-based activities associated with these languages.
- Across the school, all children receive their entitlement to two hours of physical education (PE) each week. Most children experience high quality PE delivered by a specialist teacher once per week. Children participate with local schools in a range of events, including cross country, Scottish country dancing and football.
- The school benefits from extensive grounds, including two polytunnels and access to a woodland area. The school is also in close proximity to the shoreline. However, children are not currently experiencing planned, progressive outdoor learning experiences. Staff's understanding of what constitutes high quality outdoor learning should be further developed.
- Children are introduced to the world of work through their participation in an annual careers week. Guest speakers share their skills and experience to raise children's aspirations and link learning to future employment opportunities. Children's understanding of skills for learning, life and work is at a very early stage of development. There is significant potential to use careers week as a stimulus for developing this further.
- Children experience a range of opportunities to develop their understanding of music, including learning about traditional music and Gaelic language. A few children engage in instrumental tuition. The popular school band, supported by parents, provides regular opportunities for children to play music together and develop their performance skills.
- The quality of library provision across the school, including classroom library areas is poor. This severely restricts children's ability to benefit from this important resource. The condition, range and storage of books is not conducive to promoting a love of reading. There is significant potential to improve the school library to support better the development of reading skills across the school. Staff should ensure that the range of fiction and non-fiction books meets the needs of all learners and supports and promotes diversity.

2.7 Partnerships: Impact on learners – parental engagement

- Senior leaders use a range of effective communication tools to ensure parents are kept well-informed about the life and work of the school and their child's progress. This includes regular newsletters, the increasing use of a digital platform and open afternoons. As a result, almost all parents feel that they receive helpful, regular feedback about their child's learning and development. They understand how their child's progress is assessed. The majority of parents appreciate the school's organisation of activities where they can learn with their child. They particularly welcome the opportunity to engage with staff during open afternoons.
- Almost all parents feel encouraged to be involved in the Parent Council and are kept informed about their work. Senior leaders actively engage parents in school events, such as 'careers week,' enabling them to share their skills and professions with children. Several parents support a range of clubs and learning activities on a regular basis, enhancing children's 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

- A strong nurturing ethos is evident across the school, with positive and supportive relationships between staff, children and families. Relationships are based on mutual respect and are beginning to be underpinned by a developing understanding of children's rights. Most staff are positive role models for children, demonstrating care and support. The successful implementation of an 'inclusive classroom' project is leading to improved emotional wellbeing. Children are benefiting from the introduction of a structured, whole school approach to emotional wellbeing. Children now recognise and manage their emotions with increasing success. The majority of children notice how they feel and are more aware of body signals. The majority of children now need to develop further their confidence in using associated tools and techniques to manage their emotions.
- Children in need of more enhanced support benefit from a nurture group provision and access to a quiet space. Children's development of strategies, such as breathing techniques, helps them to reduce the impact of episodes of dysregulated behaviour. Children are more able to recognise and manage feelings of anxiety. This is leading to a reduction in the frequency of children needing time out of class to regulate their emotions. Staff engage regularly with partners, such as the Educational Psychologist and Mental Health Worker, to plan effectively to meet the wellbeing needs of individual children.
- Most children have never experienced, or feel that the school manages well, incidents of bullying. Children's involvement in themed activities, such as anti-bullying week and health week, helps them to develop further their understanding of important health-related issues.
- Children reflect on their own wellbeing using termly surveys. Staff use these appropriately to identify and address any changes in children's responses. Children's understanding of, and ability to use, the language of wellbeing is increasing through their engagement in these surveys. Most children know that there is someone they can talk to if they have a worry or a concern and most children feel safe in school. Senior leaders have correctly identified the need to improve the tracking of children's wellbeing more consistently.
- The majority of children feel that the school helps them to develop a healthy lifestyle. The 'Healthy Hilton Project' was developed in response to learner feedback from last year's wellbeing survey. Child-led initiatives, such as the 'Fresh Findings' tuck shop, promotes healthy food choices three days a week. Trained, P6 playground leaders actively support younger children to be physically active by engaging them in playground games and activities. Most children have regular opportunities to engage in physical activity. In a few classes, children

have access to more flexible seating arrangements. For example, some children prefer to use stools designed to support their movement and help keep their mind engaged. Staff should review the effectiveness of these activities in improving children's health and wellbeing.

- Staff plan transitions from nursery to P1 and P7 to secondary school carefully to ensure children receive appropriate support. When necessary, staff work closely with children, parents and partners to facilitate more enhanced transition support. Children in P7 build relationships with peers from other schools through their participation in a shared residential experience. Children's use of digital profiling is increasing the ease with which these can be shared with the secondary school. Nursery children transitioning to P1 establish a relationship with their P6 buddy while they are still in nursery. This established buddy relationship helps them settle successfully into P1. However, a few children have not felt supported when moving schools and staff should continue to review and develop the effectiveness of transition practices.
- Senior leaders and staff undertake regular child protection training. This enables them to engage with and apply statutory requirements and codes of practice in line with Highland Council procedures. Senior leaders track staff's participation in child protection training to ensure all staff receive it annually. Staff ensure that senior leaders are informed of any wellbeing concerns.
- Staff provide effective planning and support for children experiencing barriers to learning. They collaborate closely with parents and partners to identify, plan and review appropriate wellbeing and learning targets. Children's views inform this planning and review process. Pupil support workers responsible for delivering targeted interventions work closely as a team, increasing staff confidence in meeting needs. They consult appropriately with class teachers and the support for learning teacher to ensure a shared understanding and sustained focus on individual children's specific needs. This increases children's ability to make appropriate progress. Staff and children make effective use of communication aids, such as signs and symbols and digital technology to reduce barriers to communication.
- All teaching staff have completed equality, diversity and inclusion training. Across the school, staff implement the local authority's equality and diversity programme, enabling children to develop their understanding in a planned, progressive way. This supports children to explore and challenge a range of issues. Staff understand the diverse needs of children and families within the local community very well and respond to these sensitively.

3.2 Raising attainment and achievement

satisfactory

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 numeracy is stronger than literacy. Most children across the school are attaining expected levels in listening and talking and numeracy. The majority of children are attaining expected levels in reading and writing. A few children are capable of achieving more in both literacy and numeracy.
- Overall, most children in need of additional support are making good progress in relation to their prior learning.

Attainment in literacy and English

- Across the school, the majority of children are making satisfactory progress in literacy and English. Overall, children are making better progress in listening and talking than reading and writing. A significant minority of children are capable of making better progress.

Listening and talking

- At early level, most children try to take turns when listening and talking in a variety of contexts. They hear and say the different sounds made by individual letters. They would benefit from increased opportunities to communicate and share stories through imaginative play. At first level, most children apply techniques such as eye contact and appropriate body language when engaging with others. They identify the purpose and main idea of spoken texts. They should continue to develop their ability to take notes to support their understanding of what they have listened to. At second level, most children show respect for the views of others and offer their own viewpoint. They enjoy engaging in debates about 'sticky questions'. Children communicate clearly and audibly when sharing information with others during more formal situations, such as school assemblies.

Reading

- At early level, most children use their knowledge of sounds, letters and patterns to read words. They know the difference between a letter, word and numeral. They should extend their awareness of the differing features of fiction and non-fiction texts. At first level, most children use a range of word recognition strategies. They should develop further their ability to use punctuation and grammar to read with understanding and expression. At second level, the majority of children read with fluency, understanding and expression. They recognise different techniques used by authors, such as metaphors. They should continue to develop the range of reading strategies they use, such as scanning, predicting and summarising.

Writing

- At early level, the majority of children form lower case letters legibly and write with increasing pencil control and confidence. They would benefit from increased opportunities to write for enjoyment in a range of play, imaginative and real-life contexts. At first level, the majority of children create a variety of texts for an increasing range of purposes. They plan and organise their ideas and information using an appropriate format. Children's consistent application of appropriate punctuation should continue to be developed. At second level, the majority of children apply the appropriate style and format when creating text, such as a newspaper article, advertising poster or letter. They should continue to develop their ability to write with increasing length. Across the school, the predominant use of worksheets reduces opportunities for children to develop their handwriting and presentation skills independently.

Numeracy and mathematics

- Across the school, the majority of children make good progress in numeracy. A few children are capable of working beyond anticipated levels and would benefit from increased challenge.

Number, money and measure

- At early level, most children count backwards and forward within 20. They add and take away within 20 with confidence. They lack confidence in identifying coins. At first level, most children identify the value of a whole number up to 1,000 and demonstrate the understanding of zero as a place holder. They would benefit from further practice to write fractions using the correct notation. A few children round five-digit numbers to the nearest hundred. At second level, the majority of children explain the link between a digit, its place and its value for numbers to three decimal places. They read and record times in 12- and 24-hour notation. Across the school, children's layout and presentation of their numeracy work should continue to be developed, using appropriate jotters.

Shape, position and movement

- At early level, most children recognise, name, describe and sort two-dimensional (2D) shapes according to various criteria. They understand and correctly use the language of position and direction, including in front, behind, above and below. At first level, most children name and identify a range of simple 2D shapes and three-dimensional (3D) objects. They lack confidence in the correct use of mathematical language, such as face, edge and vertex, when describing 3D objects. At second level, most children apply their understanding of symmetry to create ornate hanging mobiles and make symmetrical patterns. Through practical activity, they show their understanding of 3D objects and their nets. There is potential for children to extend their understanding of shape, position and movement further using digital technology.

Information handling

- At early level, most children sort and collect objects for a specific purpose. They should now extend this activity to create simple graphs and charts. At first level, children need more opportunities to decide the most appropriate way to gather and sort data for a given purpose. At second level, the majority of children analyse, interpret and draw conclusions from a variety of data. They lack experience of doing so using digital technology.

Attainment over time

- Overall school attendance has fallen consistently below the national average over the past five years. Attendance levels have not yet returned to pre-COVID levels. In session 2023/24, a third of children had more than 10% absence, significantly higher than the national average. There have been no exclusions over the past few years. A few children currently attend school on a part-time basis with appropriate planning and multi-agency support in place. The introduction of a free breakfast club has helped reduce the frequency of late coming.
- Teachers review attendance and inform the headteacher when individual children's attendance falls below 80% or patterns begin to emerge. The headteacher makes appropriate use of local authority absence management procedures to highlight absence concerns with parents. Although staff have strengthened approaches to inclusion, this is not yet leading to sufficient improvement in attendance. All staff need to raise their expectations of children's attendance and continue to work closely with families to achieve this. Senior leaders should strengthen further processes and procedures to monitor and improve individual children's attendance. A more proactive approach to communicating the impact of attendance on children's learning over time could help.
- Senior leaders track children's attainment over time. The COVID pandemic significantly impacted on children's attainment in literacy and numeracy. Children's attainment in literacy and numeracy has increased over the past few years, although attainment levels can fluctuate. Overall attainment levels at P1, P4 and P7 across both literacy and numeracy often fall below both the local and national average. Staff should continue their focus on raising attainment to ensure children consistently attain in line with local and national averages.

Overall quality of learners' achievements

- Children's achievements are celebrated through assemblies, wall displays and online platforms. The majority of children feel they have the opportunity to share their out of school achievements with an adult who knows them well. Children are proud to receive certificates linked to the whole school values that are presented at assemblies. Most children feel the school provides them with the opportunity to take part in activities in school beyond the classroom and timetabled day. Children participate in a range of lunchtime and after school clubs. These include football, running, athletics, music, chess and Scripture Union. Children's confidence and teamworking skills are enhanced as a result. Parents support the school band, which offers pupils opportunities to perform traditional Scottish music in the community. Children develop their listening skills as they play music together. The school is in the early stages of tracking children's wider achievements to ensure opportunities are provided to all. As planned, linking skills to wider achievements on the tracker could support children's further development of skills for learning, life and work.
- Children have benefited from participation in Ross-shire Primary School Sports Association events, such as football, increasing their confidence and team skills. Children's engagement in these activities contribute to the formation of friendships and relationships across the cluster and associated school group.
- Across the school, children take part in a range of groups and committees. Elected house captains and vice captains organise house events, such as the competition to design a house mascot and house team challenges. A child-led newspaper group publishes a termly school newspaper that is shared with the wider community through the school app. This enables

children to apply their literacy skills in a meaningful, real-life content. Staff should now consider how the skills and confidence children gain through participation in these activities can be developed in a more progressive way.

Equity for all learners

- All staff know children and their families very well and have a strong understanding of the socio-economic context of the school community. The school provides a morning breakfast club free of charge to all children. Costs associated with the school day are covered by the school to ensure all children are included. Fundraising is conducted to provide all senior pupils with the opportunity to attend a residential experience.
- Senior leaders use of PEF to fund enhanced staffing enables identified groups and individuals to receive regular, targeted support. Staff assess and track children's progress arising from these interventions closely. Attainment information shows that the majority of children are making good progress from baseline levels. There is no poverty-related attainment in gap in reading. However, there remains a significant gap in writing and numeracy. Senior leaders should continue to monitor the effectiveness of PEF-funded interventions in closing the poverty-related attainment gap.

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.