

Summarised inspection findings

Smithton Primary School

The Highland Council

9 December 2025

Key contextual information

Smithton Primary School is situated on the east side of Inverness. Currently there are 365 children in the school, and 68 children attend the nursery. There are 14 classes in the school. The headteacher has been in post since August 2024. He is supported by a deputy headteacher who took up post in January 2025. The deputy headteacher has delegated responsibility for the nursery. There is also one principal teacher who has one half day a week out of class for leadership time. There have been significant staffing challenges and absences over the last year which have impacted the ability of senior leaders to implement all the planned changes.

Currently 20% of children reside in Scottish Index of Multiple Deprivation deciles 1 and 2. The remainder are split between deciles 3-10. There are 30% of children recorded as requiring additional support with their learning. Around 9% of children in P6 and P7 are entitled to free school meals. Currently, 8% of children have English as an additional language.

1.3 Leadership of change	satisfactory
This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are: ■ developing a shared vision, values and aims relevant to the school and its community. ■ strategic planning for continuous improvement ■ implementing improvement and change	
■ The school is well led by the headteacher and the deputy headteacher. In a short space of time, they have built trusting relationships with the staff team, partners and children. As a result, staff feel very well supported by senior leaders and by each other. Senior leaders are driven, positive and solution focussed, which is helping to set a clear agenda for change. ■ Staff developed a competition for children to create ‘Smithy the dog’, a school mascot. This mascot successfully helps everyone to remember the school values known as the ‘Smithton Superpowers’. Children across the school understand the importance of being positive, honest, respectful, friendly and caring. Most children demonstrate these attributes very well in their interactions with each other and with staff. Staff refer regularly to the superpowers during learning and assemblies to ensure they underpin daily school life. ■ The headteacher and deputy headteacher use regular self-evaluation with staff to aid them in creating a detailed improvement plan. They have identified accurately appropriate areas for improvement. Senior leaders have introduced many systems, plans and procedures to build strong foundations for change. These are beginning to help to improve the work of the school. Senior leaders consult with staff and children to ensure changes are relevant, well-considered and reviewed regularly. They manage the pace of change well. Senior leaders have faced significant challenges during the last twelve months, including high staff absence and changes to the management structure. This has impacted the capacity of senior leaders and staff to implement all the planned changes. However, they are now well-placed to continue, and strengthen, this improvement work. ■ Senior leaders identified the need to introduce a new online platform across the school as part of school improvement planning. They have recently implemented this at all stages. Staff,	

children and families are becoming familiar with the platform. Already this is helping staff to develop pupil profiles, provide evidence of learning across the curriculum and share learning successfully with parents. It is also strengthening communication with parents. Senior leaders should now monitor the use of this platform to ensure consistency across the school.

- Senior leaders have developed a strong foundation with the staff team to make continued progress with school improvement priorities. They are now well-placed to lead staff in the identified priorities of reviewing the curriculum and developing consistent high quality learning and teaching across the school. This has the potential to raise the attainment and achievement for all children.
- The headteacher has developed a detailed quality assurance and collegiate calendar. He has introduced regular operational meetings which are highly valued by staff. They help to ensure plans are discussed, agreed and shared. As a result, the large staff team are now more involved in decision making and understand the reason for any changes to plans.
- Senior leaders monitor effectively progress towards school improvement priorities. They engage in ongoing formal and informal quality assurance which includes lesson observations with feedback to staff, attainment meetings and collegiate work. The headteacher recently set up online sites with training, self-evaluation information and learning and teaching updates for staff. This work is supporting staff to be reflective and to become more data literate. This has the potential to provide valuable information for future self-evaluation as it is developed and added to. Senior leaders now need to ensure they prioritise regular strategic meetings to continue to drive forward school improvement priorities.
- Senior leaders have been well-supported by local authority officers in making positive changes to practice in the school. Local authority staff have delivered training on positive behaviour and relationships, and numeracy strategies. It will be important to continue to work in partnership with the local authority to support further improvement in learning and teaching. This will help to build on the positive start made by senior leaders and staff.
- Staff feel encouraged and empowered to take on leadership roles. This includes leading numeracy developments and delivering staff training on numeracy resources or questioning techniques. A few staff lead on specific curricular areas, mentor new staff, plan transition and residential trips. Teachers have developed a planning format which they are reviewing and amending to share with the wider team. Support staff led on successful health and wellbeing work. Staff are highly motivated and capable of leading further areas of school improvement or leadership initiatives.
- Last session the headteacher implemented several pupil leadership groups for children from P4 to P7. These include digital leaders, estate managers, learning leaders and a positive relationships group. Almost all children in P7 are buddies for younger children and a few are school ambassadors who assist at school events. The leadership groups are at the early stages and are not yet able to share examples of their actions. However, children are highly motivated about the clear plans for these groups. At initial meetings, estate leaders discussed plans to develop the playground. The learning leaders are starting to be involved in considering improvements in learning and teaching. Senior leaders should ensure children have regular planned meeting times and opportunities to share the work of groups appropriately.
- Children in P7 take part in annual fundraising through a well-established enterprise project. They plan and engage in a project to raise funds for an end of term event. As part of this work, they design and make items and activities to sell. They prepare and run a successful event for younger children. This helps to develop their leadership skills and skills for learning, life and

work. Senior leaders and teachers should now provide all children with increased opportunities to develop leadership skills across the school.

- The headteacher has a clear plan for how Pupil Equity Fund (PEF) is spent. This is based on strong knowledge of children and families. It will be important to ensure parents and staff are now more fully involved in reviewing this work. Staff need to ensure gaps in learning are understood well and targeted appropriately. This should help to close learning gaps for identified children.

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

- Senior leaders and staff have created a caring and supportive ethos that promotes positive relationships and a strong sense of belonging across the school community. Staff know children and families very well. This helps them to provide a nurturing learning environment. Interactions between staff and children, and among children themselves, are respectful, encouraging and built on trust and kindness. As a result, most children are motivated and engaged in their classroom activities. Most children communicate confidently with adults and peers in a range of settings, both formal and informal. They demonstrate enthusiasm and curiosity during classroom activities and when speaking with visitors to the school.
- Most children behave positively. They consistently demonstrate the school's values through respectful, friendly and considerate interactions with staff, peers and visitors. Staff are building on this positive foundation by helping children develop a meaningful understanding of children's rights. A minority of children display dysregulated behaviour, particularly during less structured times or when learning is less engaging. At times, these children leave the classroom without permission. This interrupts their own learning and can impact the experiences of others across the school. Senior leaders should continue to guide the development of consistent, whole-school approaches to behaviour. This should include the use of a shared language and clear expectations. Staff should engage in high quality professional learning to increase their confidence in supporting behaviour. This should further equip staff to respond with consistency, ensuring all children feel included and supported in their learning.
- In most lessons, teachers provide clear instructions and explain tasks effectively. Teachers use questioning well to check for understanding. A few teachers use a range of questioning techniques to extend children's thinking. In these lessons children benefit from appropriate challenge to extend their learning. However, in most lessons, questioning needs to be extended to challenge children to think more deeply about the learning. Most children can describe what they are doing, however they are not yet confident in articulating what they are learning. Teachers should help children to identify how they will know they have been successful in their learning. This will support their understanding of their progress and next steps better.
- Children enjoy working in different ways, including independently, in pairs and small groups. In a few lessons, prior learning is revisited and meaningfully connected to new activities. This helps children build on what they already know. However, in most lessons the pace of learning is too slow. Teachers need to increase the pace of learning to maintain children's engagement and focus. Children need more frequent opportunities to make choices, lead aspects of their learning and take greater ownership of tasks.
- In a few lessons, tasks and activities are well matched to children's individual learning needs, allowing them to engage purposefully with their learning. These lessons offer appropriate levels

of challenge and support, helping children to make better progress. However, in most lessons, tasks and activities do not meet the needs of all children, this is having a negative impact on their individual progress. Senior leaders need to take prompt action to address this. Teachers need support to plan learning which meets the needs of all children in their class. They should develop further how they plan learning which builds progressively on what children can already do and how they apply this learning. Staff should increase their expectations of what children can achieve. Senior leaders must, as a priority, continue to work with staff to develop a shared understanding of what high-quality learning and teaching looks like.

- Staff who support children who require additional support with their learning provide effective, targeted assistance that helps develop children's readiness to learn. Staff introduced literacy interventions which are beginning to show positive impact, with children making appropriate progress towards their individual targets. However, across the school, classroom approaches need to be strengthened and more consistently applied. This should help to ensure that all children's needs are met during everyday learning experiences.
- Staff are at the early stages of developing play-based learning. As a priority, senior leaders need to take prompt action to work with staff to review current environments and activities. They need to ensure activities planned include a greater range of literacy and numeracy rich resources. This should help to support better children's progress. Staff should continue to engage in meaningful professional learning. They should refer to national guidance and explore further the role of the adult in supporting learning through play. This should enable teachers to understand further what high-quality play looks like as children progress through and beyond the early level.
- Teachers use a range of digital tools to assist learning, including tablets for interactive tasks and laptops for research. Older children access online resources and games to consolidate their literacy and numeracy skills. These tools help children engage more actively across the curriculum. Senior leaders have recently introduced an online platform to share children's learning with families. Children are beginning to develop skills in uploading photographs and text. To strengthen this further, staff should take a more planned and progressive approach to developing digital literacy skills.
- When staff provide effective feedback, children are able to recognise what they have done well and identify areas for improvement. In a few lessons children are encouraged to self-assess their learning. However, the overall quality and consistency of feedback remains too variable. Staff should now establish a more consistent approach to both verbal and written feedback. This should support children to understand their progress and help them set learning targets that are both challenging and achievable.
- The headteacher has recently introduced a clear assessment overview. This ensures that a range of summative assessments are now undertaken at key times throughout the year. This is at the early stages of helping teachers to identify where children have gaps in their learning and identify children requiring targeted intervention support. Teachers should now ensure assessment information is used consistently to support planning to meet the needs of all children.
- Teachers should review planning for the short, medium and long-term to ensure coverage of Curriculum for Excellence (CfE) outcomes. This has the potential to help all children to experience a broad and balanced curriculum. Teachers share planned learning for the term with parents to improve home school partnership. Staff have recently implemented a numeracy progression planner that is beginning to support the progressive teaching of skills. All staff need to ensure that literacy and numeracy skills are progressively taught across the school.

Senior leaders have strengthened their systems for tracking and monitoring children's progress, leading to more focused and purposeful discussions among staff. The headteacher should continue to support staff in using tracking information more effectively. Staff need guidance in using tracking meaningfully to inform planning for all learners. This should help maximise children's progress and enhance children's engagement across the school.

- Teachers participate well in informal moderation activities within the school. Senior leaders should now provide opportunities for teachers to undertake more formal moderation processes. This should include moderation of planning, learning and teaching. They should reintroduce moderation at both school levels and with the wider local schools' group. This has the potential to help teachers to develop a more consistent understanding of children's progress and achievement of a CfE level. This should also support teachers to deepen their understanding of national standards and strengthen their professional judgments.

2.2 Curriculum: Learning pathways

- The majority of teachers use local authority and school-created learning pathways effectively to support planning. However, the inconsistent use across the school means that not all children receive their entitlement to a coherent and progressive broad general education. Senior leaders should ensure all staff fully understand and consistently apply these pathways to support progression across CfE. The headteacher has rightly identified the need to review and improve planning approaches to ensure all children build effectively on prior learning and access their full curriculum entitlement.
- Children engage in meaningful outdoor learning experiences and clearly enjoy the stimulating outdoor environment. Staff should further develop the use of outdoor spaces to enhance and extend learning.
- Strong partnership working with the local church supports children's development in Religious and Moral Education (RME) and religious observance. This includes events such as Harvest, Easter, and Christmas. These experiences, alongside opportunities to learn about world religions, help broaden children's understanding of faith traditions and promote awareness of diversity. Assemblies provide engaging contexts for learning. Staff should now extend RME learning across the school to ensure all children experience high-quality learning in RME.
- Across the school, not all children receive their entitlement to two hours of physical education each week. Senior leaders should ensure this is reviewed and that all children experience their entitlement to physical education each week. Staff should work together to review the implementation of progression pathways to support planning, continuity, and progression in learning experiences.
- Currently, children experience learning in French and British Sign Language. However, this is not yet delivered consistently across the school. Senior leaders should ensure a coherent and progressive approach to language learning is embedded from P1 to P7, in line with national expectations.
- Children benefit from strong links with their local library. They enjoy termly visits where staff provide engaging sessions on how to use library resources effectively. Children have access to class and a school library. Informative corridor displays promote a wide range of reading materials. These experiences help foster a positive reading culture across the school.

2.7 Partnerships: Impact on learners – parental engagement

- Most parents report that their children like school, and that staff know their children well as individuals. They feel relationships are highly positive between staff and children and children benefit from these nurturing relationships.
- Parents would welcome increased communication from senior leaders and staff about the work of the school and children's learning. The headteacher provides regular helpful updates to parents about school events and news. Staff and senior leaders recently introduced an online platform to improve sharing children's learning and make communication easier. This has the potential to support improved communication.
- The Parent Council recently secured a significant family wellbeing grant to support children and families. They have started to work with a pupil leadership group to look at the cost of the school day. They have plans to work with children and parents to consider the best use of these funds. This has the potential to ensure all children access financial support when required and reduce costs for families.

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

satisfactory

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

- Staff across the school have established a nurturing learning environment. They demonstrate care and kindness through their interactions with children. Staff and children are proud of the strong, respectful and inclusive ethos throughout the school community. This helps to create and maintain very positive relationships amongst children and staff. Children are positive about how staff support them in the classroom and playground if they have concerns. Almost all children identify a trusted adult they would speak to if they had any worries. This helps them to feel safe at school. Children access a large playground with outdoor shelters, exercise equipment, a multi-use games area, a garden and both grass and concrete spaces. Most children engage well together in the playground and enjoy their time outdoors. Staff and children have plans to improve the playground spaces further.
- Children identify strongly with their school values. They recognise how these values can help them become responsible citizens and successful learners. In a few classes, teachers work with children to develop class charters, using the school values and a developing awareness of children's rights. As planned, staff should continue to develop approaches to help children learn about children's rights. This should support all children to talk with ease about their rights and what these mean for themselves and others.
- Most children are developing their understanding of the wellbeing indicators appropriately. Children complete wellbeing check-ins daily and teachers follow up promptly on any concerns raised. Staff should continue to develop an agreed approach to supporting this emotional reflection. This will help children to reflect and articulate their emotions more accurately. Most children describe what it means to be safe, including how to keep safe when playing outside and online. In recent years, children received an award for their work on substance misuse. This was led by a member of support staff who worked well with children across P4 to P7 effectively to understand the dangers and effects of substances. As a result, most older children know the negative impact of substance misuse. Staff plan to continue this work later in the session. Children would now benefit from clear health and wellbeing lessons as part of a planned, progressive programme of learning. This, together with the planned wellbeing surveys, should help staff identify areas for improvement relating to wellbeing and health across the school.
- Most staff understand their roles and responsibilities in relation to statutory requirements and safeguarding. The headteacher introduced recently more robust procedures and policies for safeguarding. These clear procedures are helping staff to be increasingly confident in supporting children's wellbeing and safeguarding across the school.
- Senior leaders use the local authority staged intervention system effectively when identifying children's barriers to learning. They share information well with all staff to inform planning. This includes individual support plans and practical learning strategies. They hold regular child

planning meetings with children, families and partners to ensure everyone is involved in setting appropriate targets. Targets set are specific, relevant and reviewed regularly. Staff should continue to evaluate the impact of planned interventions and support on children's progress.

- For a majority of children who require additional support with learning, plans are beginning to result in identified children accessing effective additional support. This includes planned support for wellbeing, literacy and numeracy. Where children work in small groups for targeted interventions, this is impacting positively on their learning. However, across the school, a minority of children are not supported effectively in class. The activities planned are not matched well enough to meet their individual needs. As a result, they do not engage well in learning during class time. This impacts the wellbeing and learning outcomes of these children. Senior leaders should now work alongside teachers to review the universal support offered in classes. This includes reviewing how children's needs are planned for in class learning. This has the potential to help teachers to more effectively meet the needs of all individual learners.
- Children benefit from staff's positive collaborative work with partners. School partners, including visiting teachers, specialist therapists, educational psychology services and family services contribute well to positive outcomes for children. Partners give valuable advice to staff, including strategies and approaches to support individual learners. Partnership working contributes well to targeted support for children, particularly for children with shared placements.
- Across the school, support staff work well with individuals, pairs and groups of children to assist their learning. Teachers collaborate well with support staff to plan for these activities and interventions. This includes activities to develop children's literacy, numeracy and social and emotional skills. As planned, senior leaders need to evidence more clearly the positive impact of these interventions on children's learning.
- A few children display dysregulated behaviour at times. Senior leaders, teachers and support staff skilfully support children when they become distressed. They show empathy, care and a strong knowledge of how to appropriately support individual children. Staff should continue to develop agreed approaches to ensure all staff support behaviour consistently.
- Senior leaders identified the need to review the positive relationships policy this session. They have secured support from the educational psychologist to work with the positive relationship pupil group to update this policy. As part of this work, senior leaders should ensure information is in line with the staff's approaches to anti-bullying and up-dated national guidance. Staff develop children's understanding of bullying through an anti-bullying week. This is helping children to know what to do if they feel they are being bullied. Staff should ensure all children and parents are clear on the procedures that are in place to deal with any instances of alleged bullying.
- Children benefit from a range of activities to develop their physical and mental health, fitness and teamwork skills. They take part in lunchtime and after-school clubs which include football, dance, music and gardening. Staff work well with partners to provide opportunities for additional physical activities which includes football from a local football club, cycle training, tennis and golf. The headteacher introduced a successful annual health week and sports day. These activities are providing further experiences to promote a healthy lifestyle.
- Staff provide a planned programme of activities for children in P7 to transition effectively to secondary school. This includes visits to the school and taking part in activities with staff, senior pupils and their new cohort of peers. This is helping to build children's confidence in moving to a new school. Senior leaders and identified staff deliver a well-planned transition programme for children entering P1. Children and families visit the school and take part in activities with staff

and existing pupils. Children who require additional support benefit from an enhanced transition programme, including school visits during the summer holidays. This is helping families to build relationships with key staff and is supporting children to settle well when they start P1.

- Staff provide opportunities throughout the year for religious observance in school and in effective partnership with the local church. This is helping children improve their knowledge of the world, their own values and the values of others. Senior leaders and staff should now develop further children's knowledge of diversity and difference and how they can challenge discrimination. This should support all children to learn about the protected characteristics and have a deeper understanding of equality.

3.2 Raising attainment and achievement

weak

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

- At early and second level attainment in literacy and numeracy is satisfactory. Attainment at first level in literacy and numeracy is weak. Across the school, a majority of children could be making better progress in learning.
- A majority of children who require additional support with learning are making satisfactory progress towards their own targets. A minority of children who require additional support could be making better progress in learning.
- As a priority, senior leaders and staff need to strengthen their use of moderation, national Benchmarks and assessment to review children's attainment and progress. This will support them to ensure all attainment data gathered is accurate. As staff become more confident in gathering and using robust data, this has the potential to help them increase attainment in literacy and numeracy.

Attainment in literacy and English

- Across the school, a majority of children are making satisfactory progress. Overall, children would benefit from increased challenge in literacy and English.

Listening and talking

- At early level, most children listen to and follow simple instructions. They answer questions about the characters in a story they have listened to. They need more practise in sharing what they like or dislike about a story and to listen carefully to the answers of others. At first level the majority of children take turns when speaking in a group. A few children need more support to know when to listen to others and when to speak. They talk confidently about the texts they are reading in class, sharing their opinions of books and authors. They need more support to listen to and follow instructions carefully. At second level most children respond appropriately during group discussions about texts. They need to develop confidence in explaining their thinking and building on the ideas of others. They would benefit from developing their skills in presenting to groups, engaging an audience.

Reading

- At early level most children are developing well their knowledge of sounds to read familiar words and simple sentences. They are confident at generating rhyming words and words with the same initial sound. They would benefit from retelling well-known stories using play, puppets or pictures to help them sequence events. At first level the majority of children read fluently and use a few strategies to decode unknown words. They share books they enjoy reading. They now need to understand inferential and evaluative questions. At second level most children share why they like a particular author or style of text. They are developing reading skills to help

them to skim and scan a text for information. Children at second level would benefit from reading a wider range of authors and genres, considering the author's style and use of language.

Writing

- At early level the majority of children use their increasing knowledge of sounds and words to write a simple sentence. They need more regular opportunities to write through play and learning to extend their emergent writing. At first level children have an increasing knowledge of nouns, verbs, adjectives and adverbs. They are beginning to add more detail to their writing. At second level children are developing their knowledge of different types of poetry and genres of writing.
- Across the school all children need more regular opportunities to write. They need to revisit their writing to edit and add to it after feedback. They would benefit from developing individual writing targets. This should help children to know how to improve their writing and make better progress.

Numeracy and mathematics

- The majority of children are making satisfactory progress in numeracy and mathematics. Across the school, there are gaps in children's knowledge of numeracy concepts and skills. A majority of children could be making better progress.

Number, money and measure

- Children at early level confidently identify the number before and after numbers in a sequence within 20. They add within 20 and subtract within 10 with increasing accuracy. They are not confident applying addition and subtraction skills using 1p, 2p, 5p and 10p coins to pay the exact value for items to 10p. At first level, the majority of children round numbers to the nearest 10 and 100. They need further practise in understanding and using fractions. At second level, the majority of children accurately explain the link between a digit, its place and its value to 1,000,000. The majority of children read and record time and calculate time durations accurately. They are not yet confident in their knowledge of fractions, decimals and percentages.

Shape, position and movement

- At early level the majority of children understand and use correctly the language of position and direction to solve simple problems in movement games. They are not yet confident in recognising, describing and sorting common two-dimensional shapes and three-dimensional objects according to various criteria, for example, straight, flat and curved. At first level, the minority of children know that a right angle is 90°. They name the compass points, North, South, East and West. They are not confident using mathematical language to describe the properties of a range of common two-dimensional shapes and three-dimensional objects. At second level, the majority of children use mathematical language accurately to describe and classify a range of angles. They discuss the properties of a few common three-dimensional objects such as cubes and spheres. They need to extend their knowledge to a wider range of three-dimensional objects.

Information handling

- At early level, the majority of children use their knowledge of colour, shape and size to sort objects. They need to develop their skills in interpreting simple graphs and charts. At first level, the majority of children describe how to collect and display information on bar graphs. They are not yet confident in answering questions to extract information from charts, diagrams, bar graphs and tables. Most children working at second level are developing well their information handling skills. They discuss confidently which graph would be most appropriate to display

different information and justify their choice. They analyse and interpret a variety of data well. Most children make confident use of digital technology to create graphs and charts.

Attainment over time

- Senior leaders are aware that not all data over time is accurate. They are implementing more robust procedures to ensure attainment data gathered over the year is now more accurate. This includes adding rigour to attainment meetings and using a detailed tracking system to support this work. This has the potential to ensure all data gathered is robust. It should support all staff to use data more effectively to improve children's progress in literacy and numeracy. Across the school there are gaps in children's learning in literacy and numeracy. This is resulting in a dip in attainment for a few year groups. Senior leaders must now ensure there is a clear focus on raising attainment across the school.
- Attendance for June 2025 was 91%, which is a slight decrease from the previous session. A minority of children attend school less than 90%. The headteacher follows the local authority attendance procedures well. Staff closely monitor and support children and families where attendance has fallen. A family worker works with a few families and children. This is beginning to support improved attendance for a few children. There are a few children on part-time timetables. This is in agreement with parents and the local authority and is supporting a few children to attend school for part of the week. Senior leaders monitor part-time timetables regularly with parents and partners in line with local authority guidance.

Overall quality of learners' achievements

- Children's achievements are celebrated regularly through class points, praise and STAR awards which are shared at assembly. Headteacher awards also highlight where a child has made a significant achievement. Children value the positive reinforcement of successful learning or following the school values. The newly established online platform should allow parents to share achievements from home. This should support staff to gather more information about children's achievements beyond the school. This will allow staff to plan activities to build on children's interests and skills.
- Children have many opportunities to take part in a range of clubs provided by the staff, parents and local community groups. These include shinty, football and Akido, which help children to develop skills in sports. A school choir performs at the end of term and church events, helping children to develop confidence and skills in performance. P7 children have an annual residential experience where they develop life skills, teamwork and learn outdoor skills. As a next step, staff should introduce the language of skills to children across the school. This should support children to articulate the skills they are developing through these experiences.

Equity for all learners

- All staff know children and families very well. This enables them to provide appropriate and sensitive support to children and families through signposting to services, grants and family work. Staff work effectively with the local church to provide financial aid or resources to families where this is needed. The school team help families access winter jackets, pre-loved uniform and Christmas jumpers. They are currently developing a 'community cupboard' to provide helpful resources for families. Parents can access funding for the residential trip to ensure no child misses out on this experience. The headteacher works well in partnership with local charities and partners to support this.
- There is a significant PEF budget to support closing the poverty related attainment gap. The headteacher uses the majority of this budget on providing additional staffing to support children and families. This additional staffing supports children's wellbeing and provides a few learning interventions. Resources to target literacy have also been purchased. As a priority senior

leaders should ensure they understand clearly what the learning gaps are for children and plan how to measure the impact of interventions more effectively. This should support them to know which interventions are having the most impact on closing the poverty related attainment gap. This should also enable staff to close gaps more effectively.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.