

Summarised inspection findings

Park Road Primary School

Fife Council

31 March 2026

Key contextual information

Park Road Primary school is a non-denominational primary school in Fife. It serves the town of Rosyth and surrounding areas.

The headteacher has been in post for 16 months. She is supported by one substantive principal teacher and one principal teacher funded through Pupil Equity Funding (PEF). Each principal teacher has class teaching responsibilities for four days each week.

At the time of inspection, the school roll was 156 children arranged across seven classes. All children live in Scottish Index of Multiple Deprivation (SIMD) deciles 3-6. Approximately 40% of children in P6 & P7 are entitled to free school meals. There are 37% of children who receive additional support with their learning.

Park Road nursery class was inspected by the Care Inspectorate within the past 18 months, therefore, the local authority and headteacher had the option to include the nursery class as part of this inspection. We have agreed with the local authority and school that the nursery class is not part of this inspection. The findings set out below are for the primary school stages.

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	

- Since assuming the post in August 2024, the headteacher has worked very effectively with children, staff and parents to review and refresh the school’s vision and values. She ensured the views of all members of the school community were used effectively to inform this important work. As a result, the school now has a clear set of values, shared by all members of the school community. Almost all children know and understand the school values of kind, respect, safe and equal.
- Staff demonstrate a strong understanding of the school community. They know the needs of children and families very well. Most parents and staff believe the school is well led and speak positively of the recent changes implemented by the headteacher and staff. Parents appreciate the headteacher’s visibility and approachability. She has developed strong and positive relationships with parents, children and staff. She uses these relationships very well to develop a shared understanding of the school’s strengths and improvement needs.
- The headteacher correctly identified the need to improve further relationships across the school community. She worked very effectively with children, parents and staff to ensure a whole school focus upon positive relationships. She established improving relationships as a key

school improvement priority. To support staff appropriately, the headteacher provided purposeful professional learning focused upon nurture principles and improving inclusive classroom environments. As a result, children's needs are met better within the classroom. As planned, senior leaders and staff need to continue to strengthen approaches to promoting positive behaviour, including strategies to support a few children to make more positive behaviour choices.

- The headteacher supported well the school community to refresh the school's positive relationship policy. All stakeholders now have a shared understanding of expectations of relationships and behaviour in school. Children, staff and parents now work well together to create a warm, welcoming ethos.
- The headteacher is beginning to engage in more rigorous self-evaluation to evaluate the work of the school. Senior leaders and staff now work together more regularly to identify the needs of the school. The headteacher, together with staff, parents and children, have undertaken a helpful review of the work of the school. As a result, the headteacher now has a clearer understanding of the strategic direction needed to improve outcomes for children. The headteacher and staff now need to use information from self-evaluation activities to identify and prioritise improvement strategies. They should concentrate on those which will have the greatest impact on improving children's learning experiences. This agenda should be taken forward at pace.
- The headteacher now has in place a quality assurance calendar. This outlines a range of activities to evaluate the quality of children's learning experiences. The headteacher observes learning in classes regularly and provides helpful feedback for teachers to improve their practice. Although still in the early stages of implementation, these activities are beginning to provide staff with useful information to reflect upon what is working well and what needs to improve. Staff now need to work together to plan how they will use this information to improve outcomes for children.
- The headteacher has an appropriate school improvement plan (SIP) in place. This plan outlines priorities, actions and timeframes to secure improvement. The current SIP includes a focus upon improving digital learning, meeting children's needs and raising attainment in numeracy and mathematics. As future improvement work progresses, the headteacher should ensure that priorities are identified through focused evaluation of the school's needs. This should help ensure the SIP supports long term, sustainable improvement.
- The headteacher promotes leadership at all levels. Almost all teachers undertake leadership roles. The headteacher supports and encourages staff to lead meaningful change across the school. All teachers are working together to improve children's understanding and use of metaskills to help raise attainment and achievement. The headteacher encourages teachers to carry out small tests of change to improve children's learning experiences. These are beginning to impact positively upon children. For example, children speak enthusiastically of how the '5 a day' numeracy tasks are helping to improve the speed and accuracy of mental calculations. The headteacher should continue to foster this positive culture of change and improvement at all levels.
- All staff now engage with professional review and development activities. This is helping teachers to reflect on the next steps in their professional learning. Moving forward, they should now consider how their professional development links to professional standards and school

improvement priorities. This should help build the capacity of staff to build and sustain effective school improvement.

- The headteacher quickly recognised the need to improve children's leadership opportunities to support school improvement. Children are at the very early stages of their leadership journey. They are very enthusiastic to contribute to positive change within the school. For example, children are highly motivated to improve their play spaces within the school grounds. Older children now have access to a range of leadership opportunities. These opportunities include, house captains, eco leaders, digital ambassadors, playground leaders and buddies. The headteacher and staff should work with children to agree a clear purpose and remit for these groups. Children should be supported to create action plans for their work. These plans should contain clear, measurable targets and measures of success. This should help children see better how their views matter and make a difference in school. There is considerable scope to include younger children in leadership opportunities.
- The headteacher discusses with the Parent Council how she uses Pupil Equity Funding (PEF) to support children who may be impacted by poverty. She recognises the need to build on this and consult regularly with parents, pupils and staff on how PEF is used to close the poverty related attainment gap.

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

- The headteacher and staff foster a caring and supportive ethos. Children benefit from strong, nurturing relationships with staff. Staff value children's views and opinions and encourage them to share them openly. Senior leaders and staff should now ensure that children's views are acted upon and contribute more purposefully to the ethos, life and work of the school. This should help children understand better how they can affect positive change in school.
- Most children engage appropriately in their learning. They enjoy opportunities to work with their peers in small groups and pairs. A few children, across all stages, demonstrate at times, low level disruptive behaviour. This impacts negatively on the learning and engagement of other children in the class. Staff have updated recently behaviour management scripts such as 'keeping it green' and 'ready to learn' to support better behaviour. Staff need now to use these consistently across the school.
- Overall, the quality of teaching is not of a consistent high quality. Staff have identified correctly the need to develop a more consistent approach to learning and teaching. The headteacher has begun to work with staff to explore the features of effective learning and teaching. For example, staff have worked together to introduce a five-part model lesson approach 'Park Road – Ready for the Ahead'. The headteacher should, at pace, take forward work to support staff to agree a shared understanding of what highly effective learning and teaching looks like. It will be important to use this agreed standard to engage teachers in professional discussion as part of the school's ongoing quality assurance programme. Teachers need to develop increased expectations of what children can do.
- In most classes, the pace of learning is too slow. Teachers need to support children to settle more quickly to tasks. Across all stages, a significant minority of children experience activities which do not meet their needs well enough. This leads to many children being passive in their learning. When activities are well matched to children's interests and ability, they engage better in their learning. To help all children make the best possible progress, teachers should ensure that all children experience high quality learning which provides appropriate challenge. In most lessons, teachers need to provide better support for those children who require help with their learning and increased challenge for those children who could achieve more.
- In most lessons, teachers provide clear instructions and directions, supporting children to understand how to complete their tasks. In almost all lessons, teachers share the intended learning with children and discuss with them how they can be successful. To improve children's engagement further, staff should now develop collaboratively with children approaches to

create steps to success. This should support children to take greater ownership of their own learning. In a few lessons, staff help children to build upon children's prior learning. This supports children better to recognise progression in their learning.

- Most teachers use questioning appropriately to consolidate children's learning and check for understanding. Teachers should now develop skilled questioning techniques which deepen and enhance children's learning. This should develop children's higher order thinking skills.
- All teachers provide both verbal and written feedback. However, the quality of feedback varies across classes. In a minority of classes, teachers provide regular opportunities for children to self-assess their work. This is beginning to help older children to better understand their progress and know what to do next to improve. Teachers should now develop this approach across all classes. Most teachers provide increasingly effective feedback on children's writing. They should now build on this practice to provide high quality feedback across all curricular areas.
- Teachers in the early stages engage very well with professional learning to understand better how play pedagogy supports children's learning. They are beginning to use observations to assess children's learning in literacy, numeracy and health and wellbeing. A few teachers use professional learning to improve classroom environments to stimulate children's curiosity and creativity. This is helping to improve children's engagement in learning. Teachers should now consider how they use learning through play to increase children's attainment. In doing so, they should ensure an effective balance of child initiated and adult led learning.
- In the majority of classes, teachers use digital technology well to support children's learning. Almost all teachers use interactive boards effectively to present information. Most children have regular access to digital devices. Children in P6 and P7 have an individual device. Children use digital devices to support learning in numeracy and literacy. Children use confidently online applications, games and search engines. Older children are at the early stages of using digital technology to become more independent in their learning. There is now scope to use digital technology to promote children's leadership of their learning across the curriculum.
- All teachers use a range of assessment strategies to evaluate children's progress. However, assessment strategies lack consistency across stages. Senior leaders now need to work with teachers to create an assessment calendar which identifies key assessments to be undertaken across different stages and timescales. This should support teachers to implement and use assessment materials more effectively. Teachers need to ensure that assessment approaches become an integral feature of all planned learning. They should use national Benchmarks more effectively to help secure children's progress. This should support teachers to plan learning across the curriculum to meet children's learning needs and abilities more consistently.
- All teachers now use a newly developed whole-school online planning system, supported by local authority progression pathways. Teachers now need to ensure that planning ensures appropriate pace, progression and challenge across Curriculum for Excellence (CfE) levels. Teachers evaluate blocks of learning on a termly basis. They now need to work together to ensure these evaluations are based on robust assessment information. This should inform better next steps in children's learning.
- The headteacher acknowledges that teachers' professional judgements relating to attainment are not yet accurate or robust. Teachers are keen to engage in moderation activities within

their school and across the cluster. This should support teachers to have a clearer understanding of children's progress in their learning. This should also increase further teachers' confidence and reliability when making judgements against national standards.

- The headteacher and teachers track children's attainment in literacy and numeracy. They meet formally once a term to discuss children's progress and to consider actions to support children who are not on track. These meetings now need to have a clearer focus on raising attainment and identifying appropriate next steps to improve outcomes for learners. The headteacher should monitor rigorously that next steps have been actioned. This should help the headteacher and teachers to evaluate more effectively the impact of interventions on improving children's progress, achievement and attainment. Staff need to analyse assessment information more effectively to secure sustained progress in children's learning. This should include the tracking of different cohorts of children including those who may be impacted by poverty.

2.2 Curriculum: Learning pathways

- Teachers use a range of local authority progression pathways based on Curriculum for Excellence (CfE) experiences and outcomes to plan learning for all curriculum areas. The headteacher and staff now need to work together to refresh and improve the curriculum. They should ensure that children's experiences are progressive, coherent and engaging.
- Children do not yet benefit from a progressive experience in outdoor learning. The local area offers a stimulating environment to support learning across the curriculum indoors and outdoors. Staff should take advantage of this to provide meaningful learning experiences across the curriculum.
- Teachers have recently introduced a focus on metaskills within their planning and lessons. Most children identify the meta skill they are developing over the term. The recent introduction of meta skills is at the very early stages of helping children understand the relevance of learning to life and work.
- All children learn French progressively as they move through the school. Children do not receive their full entitlement to learning modern languages. In line with national policy, the headteacher should ensure that children at second level receive learning in an additional modern language.
- Children experience learning in Religious and Moral Education. Moving forward, the headteacher should ensure regular opportunities for children to participate in religious observance.
- Children experience well considered and helpful transition experiences as they move between nursery and P1 and P7 to secondary school. This helps to build children's confidence as they settle into the next stage of their learning journey.
- Children benefit from access to a school library and class libraries. These provide a wide range of fiction and non-fiction texts. Older children enjoy reading to their younger peers. Senior leaders and staff should consider how library resources reflect the lives of a range of different people. This should help children understand better the experiences of people from differing backgrounds. Across the year, children have opportunities to visit their local library. These visits support better a culture of reading across the school community.

2.7 Partnerships: Impact on learners – parental engagement

- Staff work very well to sustain positive relationships with children and families. Parents are welcomed warmly into school and appreciate the schools newly introduced procedures for contacting the school. As a result, most parents report that their child is safe, respected and treated fairly.
- The majority of parents appreciate the support and work of the Parent Council. This includes raising funds to provide additional educational and social experiences for children. The headteacher keeps parents informed of the work of the Parent Council and encourages parents to participate in activities.
- Most parents appreciate improved communication from school including regular newsletters and email updates. Teachers provide more regular updates on children's progress via online platforms and annual reports. A significant minority of parents would like to understand better how their child's progress is assessed. As planned, staff should continue to provide greater opportunities for parents and children to learn together. Doing so could help parents understand how to support their child's learning at home.

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

- The headteacher and staff demonstrate care and concern for all children. Almost all children identify confidently an adult they can go to with a worry or concern. Most children feel staff treat them with respect. As a result, relationships between adults and children are warm and supportive. Most children appear calm and settled in school and enjoy positive friendships with their peers. However, the majority of children are not confident that other children treat them with respect. Senior leaders and staff should continue to build and strengthen relationships amongst pupils.
- Children explain confidently how staff help them to understand and respect other people. They benefit from the whole school focus on building positive relationships amongst children and between children and staff. Children show greater kindness and care towards their peers. As a result, most children are happy and feel safe at school.
- Most children are developing well their understanding of children's rights. These rights are displayed regularly at assemblies and children learn about them in class activities. Displays in school support further children to understand the importance of their rights. Older children discuss confidently how the rights impact their lives in and outside school. They explain how the school community respects their rights. For example, children agree shared expectations of behaviour and relationships which underpin class and playground charters. This helps children understand better the importance of treating each other fairly and with respect. Staff now need to ensure that children learn about rights in a progressive way. This should help children build on what they already know and understand.
- Most children behave well in school. A few children require additional support to help them regulate their behaviour. Staff provide sensitive and timely support to children who need help to regulate their emotions. All classes now have calm spaces where children are supported to self-regulate. Skilled support staff provide effective support in classrooms and the nurture space for children who need it. As a result, children return to class calm, settled and ready to learn. When required, senior leaders work effectively with local authority colleagues to access appropriate supports beyond the school for children who need a greater level of support.
- Staff engage well with professional learning on inclusive learning approaches. Teachers carried out environmental audits to better create inclusive learning spaces in school. Although still in the early stages, this professional learning is beginning to impact positively upon children's experiences in class. Fewer children require time out of class to regulate their emotions and now spend more time with their peers, more engaged in purposeful learning.

Teachers should consider further how their professional learning can support better the provision of inclusive learning and teaching approaches in classes. This should ensure children's needs are better met in classes.

- Children learn about health and wellbeing in lessons and through whole school events. For example, children have been exploring positive mental health strategies. They speak knowledgeably about how to support neurodivergent children to ensure everyone can share their skills and talents with the school community. Children experience learning through the health and wellbeing curriculum, supported by progression pathways. However, this is not yet supported by a robust whole school overview. This leads to gaps in children's learning and experiences, particularly relating to sensitive health issues such as relationships and substance misuse. Senior leaders should now support staff to design a health and wellbeing curriculum that offers appropriate learning experiences to all stages.
- Most children feel the school teaches them to lead a healthy lifestyle. Almost all children explain the benefits of eating a healthy diet and of getting regular exercise. They understand the importance of being outside and getting fresh air. The majority of children speak enthusiastically of attending in-school sports clubs, such as football and netball. They recognise their participation in these clubs develops their physical fitness and teamwork skills. Children feel supported and encouraged to participate in sports clubs on offer. Teachers should now track children's participation in health and wellbeing activities to better identify and support those children who do not participate regularly. They should further support children to recognise and track the skills they are developing by taking part.
- Most children do not receive their entitlement to two hours quality physical education. As a priority, senior leaders should ensure all children access their full entitlement.
- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. Several areas for improvement have been agreed with the school.
- Children benefit from strong partnership working to support and improve their wellbeing. This partnership approach enhances children's experiences and contributes meaningfully to improving outcomes for children. Older children engage effectively with a local charity to grow vegetables. They plant, grow and harvest wheat to make bread. Children articulate the positive impact of healthy food and nutrition and learn important life skills. They understand clearly how this work supports environmental sustainability. Older children develop an understanding of cyber safety and substance misuse through partnerships with the police service and Barnardo's children's charity. Senior leaders and staff should ensure that these partnerships contribute progressively to the whole school health and wellbeing programme.
- Teachers now track children's wellbeing. Staff are very alert and respond appropriately to wellbeing concerns. However, children's understanding of wellbeing indicators is not yet sufficiently secure. Children explain how they are encouraged to self-reflect upon wellbeing indicators but do not yet have sufficient skills and knowledge to do so effectively. Teachers should strengthen children's understanding of what wellbeing indicators mean and what these

look like for children. Children should use information from their self-reflection to help teachers plan health and wellbeing activities that better meet the needs of all children.

- Senior leaders and staff understand their statutory duties and responsibilities relating to wellbeing, equality and inclusion. This includes in relation to child protection. They engage with safeguarding training in line with local authority policy. Senior leaders follow well local authority guidance and procedures. To strengthen further practice in this area, senior leaders should ensure that chronologies record clearly the impact of significant events upon the child.
- All staff and children worked very well to improve relationships and positive behaviour across the school. Children now have a stronger understanding of how to challenge and address unkind behaviour from other children. They are developing well their understanding of what bullying behaviours are and how to report them. As a result, the majority of children and parents believe that instances of bullying are decreasing and that any that do arise are dealt with well by school. The headteacher must now ensure that all allegations of bullying are recorded in line with local authority guidance. This should help them to identify more effectively trends over time and to take appropriate action to support children effectively when necessary.
- Children who require additional help to achieve are supported very well by the holistic approach taken by senior leaders. They take very good account of children's wellbeing, social and emotional needs. The highly skilled local authority additional needs teacher provides very effective support for children and teachers. Planning for children's support needs is very well considered. Child's plans, written and agreed by staff, parents and children include clear, timeous, measurable targets. These plans are reviewed regularly in line with local authority guidance. The headteacher should now monitor rigorously the impact of these plans on children's learning experiences in classes.
- Children learn about equality and inclusion in a few areas of the curriculum, particularly when considering children's rights and school values. A few older children have been appointed as 'neurodiversity champions'. They have worked very effectively to help make the school a more inclusive space for all children. Consequently, neurodiverse children are increasingly well supported by more inclusive practice in school. As senior leaders develop the school curriculum, they should be alert to opportunities to weave learning about equality and diversity through activities which brings different areas of the curriculum together. This should help children appreciate and value differences and challenge discrimination.

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

- Children's attainment in literacy and English and numeracy and mathematics is weak. Across the school children's attainment is not consistent or accurate. Attainment is declining in most year groups. Senior leaders and staff must now ensure a clear focus on raising attainment across the school. This must be addressed as a matter of urgency.
- Children who require additional support with their learning make good progress towards their individual targets.
- Teacher's professional judgements of attainment of a level in literacy and English and numeracy and mathematics are not yet robust. Teachers should engage more widely with moderation activities to support better their understanding of achievement of CfE levels.

Attainment in literacy and English

- Overall, children's progress in literacy and English is weak.

Listening and talking

- At early level, a majority of children listen and follow instructions when working in a group. A majority of children take turns in a group when talking. A few children become disengaged when listening as a whole class or in a group. At first level, the majority of children take turns appropriately, showing respect for other people's opinions and ideas. A few children find it challenging to focus on the subject of conversation. At second level, most children can distinguish fact from opinion. Children need to develop their confidence in planning and delivering organised presentations and talks.

Reading

- At early level, most children recognise initial sounds. Most children are not yet confident in recognising simple blends and using their knowledge of sounds, letters and patterns to read frequently used words. They are not yet showing an awareness of features of fiction and non-fiction texts. Children at early level, need to develop skills in recognising words that rhyme. At first level, most children identify their favourite author but lack confidence when explaining their preferences. They would benefit from further experience of making notes and organising their ideas to create new texts. They should develop further strategies to decode unfamiliar words. At second level, most children talk with confidence about books they have enjoyed and discuss their preferred genre and authors. Children are less confident at skimming and scanning texts for information. At first and second level, children lack confidence in adding appropriate expression when reading aloud.

Writing

- Across the school, most children write for a variety of purposes including recounts and functional writing. At early level, children explore writing through a range of imaginary and real-life contexts. As a priority, staff should provide more opportunities for children to develop further their use of known sounds to spell familiar words. They are not yet able to recognise simple punctuation. At first level, most children link sentences using a range of conjunctions. They are less confident using knowledge of phonics strategies to spell familiar and unfamiliar words. At second level, most children use paragraphs to link separate ideas. Children should now extend their use and range of punctuation and develop their use of subject specific vocabulary to enhance their writing. They need to check their writing makes sense and meets its purpose throughout the writing process.
- Across the school, most children should improve the quality of their presentation of written work.

Numeracy and mathematics

- Overall, children's progress in numeracy and mathematics is weak. A significant minority of children are capable of making better progress. Teachers must now raise their expectations of what children can achieve.

Number, money and measure

- At early level, most children read, count and order numbers to 10. A minority of children need to develop further skills in addition and subtraction to 10. Children recognise a few coins to £2. Most children at first level read numbers to 10,000 confidently. The majority of children explain the value of each digit within a number. They round confidently numbers to the nearest 10 and 100. The majority of children add and subtract three digits numbers accurately. Most children require support to increase the speed and accuracy of mental calculation, particularly division calculations. At second level the majority of children identify basic fractions and use this knowledge to solve simple problems. They understand equivalence between basic fractions, decimals and percentages. Almost all children require greater experience of using their knowledge of maths and numeracy in real life contexts.

Shape, position and movement

- Most children at early level create symmetrical pictures with one line of symmetry. At first level, the majority of children identify simple two-dimensional (2D) shapes. They are less confident in naming three-dimensional (3D) objects and their properties. The majority of children working towards second level identify right, obtuse and acute angles. They require greater experience of using protractors to draw angles accurately. Older children describe the properties of angles correctly. They require increased experience of using digital technologies to draw 2D shapes and make representations of 3D objects.

Information handling

- At early level, most children use their knowledge of colour, shape and size to sort and match items in various ways. They have begun to develop their understanding of tally marks. Children now need to develop their ability to interpret simple pictograms. At first level, most children apply their understanding of bar graphs to extract information accurately. At second level, the majority of children collect, organise and present accurately a range of data. They understand and use simple bar and line graphs. They extract information from run charts they create in

class. Across the school, all children would benefit from greater experience of using digital technology to present information.

Attainment over time

- Whole school attendance is currently 90.5%. This is below the national average. A significant minority of children have an attendance rate less than 90%. A minority of children have significantly low attendance. This is due largely to family holidays and reported illness. Senior leaders do not monitor children's attendance robustly enough. Senior leaders should take prompt action to ensure all children attend school more regularly.
- A few children attend school on part-time timetables. The headteacher now has plans in place to support children's timeous return to full time education. These plans outline clear and purposeful partnerships with outside agencies to help children return to school. She must ensure these plans are reviewed every six weeks in line with national guidance.
- Senior leaders and teachers now focus more clearly upon sustaining positive relationships. They follow more consistently the school's relationship policy to better support children to regulate their emotions. As a result, exclusions from school have reduced significantly. The rate of exclusion is now below the national average.
- The headteacher and teachers gather a range of attainment data for children in literacy, and numeracy over time across all stages. However, senior leaders do not yet track and monitor children's progress rigorously enough to accurately track attainment over time. As a result, teachers' judgements of children's progress over time are not yet robust or accurate. Senior leaders must now support teachers to develop a more reliable assessment of children's attainment.

Overall quality of learners' achievements

- Children develop a sense of pride and a better understanding of their wider achievement through celebrating their achievements in and outwith school at weekly assemblies. They demonstrate these achievements further through attractive school displays. They receive certificates and 'Above and Beyond Awards' at assemblies for promoting school values. This supports children to become responsible citizens in their school and local community.
- Children benefit from a wide a range of clubs, including multi-sports and football. These are led by school staff and active schools' colleagues. Through participating in sporting competitions and festivals, children demonstrate their sporting skills and experience success. This helps them recognise their progress as successful learners and confident individuals. Senior leaders should now track and monitor participation in achievement activities that are led by school staff. Teachers should support children to recognise and track the skills they are developing through participation in these activities.

Equity for all learners

- Staff have a sound understanding of the social and economic context of the school. The headteacher reviews the cost of the school day regularly and offers sensitive support to families when needed. When planning school activities, the headteacher considers the impact of costs upon families associated with uniform, travel, learning, school trips, food and clubs.

She takes every opportunity to reduce costs for families. As a result, no child misses out on opportunities to participate in the life of the school.

- The headteacher uses PEF to provide additional staffing to support children. This provides support for children on a universal and targeted basis. Children access appropriate support both in and outwith the classroom. The headteacher should now strengthen approaches to gathering more robust evidence to evaluate the impact of PEF spending on children's outcomes. This should support the headteacher to demonstrate more clearly the impact of interventions on 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.