

Summarised inspection findings

St Joseph's RC Primary School

The City of Edinburgh Council

3 March 2026

Key contextual information

St Joseph's Roman Catholic Primary School is a denominational school situated in the northwest area of Edinburgh. The school building is shared with a non-denominational primary school. There are 251 children across ten classes. The senior leadership team consists of the headteacher, two part time depute headteachers and a principal teacher. The headteacher has been in post since October 2024. Across the school, 47% of children live in Scottish Index of Multiple Deprivation deciles one and two and 49% of children have English as an additional language. The number of children who require additional support with their learning is 53% and 17.5% are in receipt of free meals.

1.3 Leadership of change	very good
This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are: - developing a shared vision, values and aims relevant to the school and its community - strategic planning for continuous improvement - implementing improvement and change	

- Led very effectively by the headteacher, the staff team have embedded a collaborative and energised climate for continuous improvement across the school. Staff work together very well to secure a positive and inclusive ethos that leads to improved outcomes for children. All staff have high expectations of children, and children respond well to these.
- Staff ensure all school improvement work is underpinned by children's rights, the Gospel values and the recently revised vision, values and aims. All staff work extremely well to ensure the school's values of faith, achievement, learning and love are understood by all children and embedded into daily school life. Staff ensure the school values are accessible and understood by all families by providing translated versions of these into other languages. This is ensuring the school values are inclusive and understood by all. Children articulate well the school's values and link these effectively to how they learn and interact in school. Children talk proudly of their shared school motto 'put your heart in all that you do'. This is supporting children well to have high aspirations of themselves and ambition to succeed.
- The headteacher has a clear, strategic vision for improvement. She is ably supported by senior leaders and the staff team. She leads by example and demonstrates effectively high expectations for all aspects of school life. She has successfully gained the confidence, trust and respect of staff and children. Senior leaders and staff use evaluation activity and data responsively to identify and prioritise the needs of the school. All staff work as a collegiate group where they share responsibility for leading change. This session, staff have prioritised improvements in, raising attainment in literacy and numeracy, developing outdoor learning and ensuring wellbeing of all children. Staff engage in effective evaluation activities at regular intervals across the year to monitor the impact of school improvement work. As a result, they make effective progress with identified priorities. As a next step, senior leaders should provide increased clarity as to which improvement actions are new and which are to be embedded into practice.

- The headteacher has developed a comprehensive learning calendar for staff. Staff talk positively about planned activities and professional learning which provide opportunities to engage in ongoing professional dialogue. They appreciate how senior leaders provide time for them to visit other classes and schools to support the sharing of practice. These supportive approaches are helping staff to develop and embed new practices well.
- Senior leaders have established a helpful quality assurance framework which identifies key monitoring activities to be undertaken across the school year. For example, senior leaders review children's learning and complete shared learning observations in classes. In addition, senior leaders facilitate discussions with staff termly to review children's progress and attainment. Following these activities, senior leaders provide whole school and individual feedback to staff with helpful information that identifies clearly their strengths and next steps. Their feedback is aligned closely to the school's updated learning, teaching and assessment policy which is supporting greater consistency across the school.
- Staff leadership is a strength of the school. Many staff lead on identified school improvements which result in positive outcomes for children. For example, staff have led in areas such as support with dyslexia and improving writing skills. In addition, a few staff are members of local network groups in areas such as modern languages, digital skills, literacy and religious education. A few staff share their learning across other schools locally and nationally. Identified staff have developed highly skilled and effective approaches to support younger children to learn through play. Younger children benefit from access to a rich environment where they are empowered to lead their learning and make good progress in their learning. All staff are members of school improvement working parties across the school in areas such as literacy, numeracy, health and wellbeing and parental engagement. These activities exemplify the school's collegiate approach to school improvement which is leading to improved outcomes for children in many identified areas.
- All staff undertake professional review. They identify individual professional development priorities that reflect well their own needs and those relating to school improvement. As planned, senior leaders should continue to seek opportunities for all support staff to undertake leadership opportunities to strengthen further leadership capacity across the school.
- All children are members of pupil leadership groups. Children are given opportunities to lead a variety of improvements in areas such as equality, children's rights and digital skills. They are making good progress albeit this work is still at an early stage. Staff facilitate these groups well, supporting children to evaluate progress and create action plans to make further improvements. Children talk proudly about their display boards which share their improvement plans and actions with their peers and staff. Children, acting as leadership representatives for each group, share confidently with the headteacher, progress achieved within their leadership area. As a result, children feel trusted and empowered to support improvements across the school. Senior leaders provide opportunities for children to contribute their views of the school informally in classes and during assemblies. House captains gain valuable leadership skills through leading assemblies regularly. Senior leaders should continue as planned to increase children's involvement in evaluating school life through the use of How Good is OUR School. This will support children to continue to develop their leadership skills and ownership of school improvement.
- All staff have a strong understanding of the school community, their unique context and individual families' circumstances and provide sensitive support for children and families. The headteacher uses Pupil Equity Funding (PEF) well to provide additional staff who facilitate nurture and wellbeing support effectively for children. This is helping reduce barriers to children's learning. The headteacher discusses with the Parent Council how this funding is

used to help support children. She should now involve the wider parent forum more fully in decision making about how these funds are allocated.

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- All staff have high expectations in relation to children's learning and behaviour. They promote and model positive, respectful relationships and behaviour within the learning environments. The values of faith, achievement, learning and love are underpinned by children's rights and Gospel values and are clearly evident in all interactions.
- The school's value of love clearly underpins the very positive relationships which are reflected in calm and purposeful learning environments. All staff are responsive to children's needs. They are consistent in their approach to support children who are upset or require space and time to regulate their behaviour. For example, children access calm spaces within their classrooms or attend the sensory room or the 'STTAR' room for adult support. Children are developing well their understanding of emotions and use a range of resources and strategies to help them to regulate their emotions. All children have created school and class charters to agree expectations regarding learning and behaviour. As a result, most children across the school behave well.
- Senior leaders and staff have developed a useful policy to ensure consistency of learning and teaching across the school known as 'LEADERS'. This is ensuring staff have a shared understanding of high-quality teaching and learning and is improving the quality and consistency across classes. For example, all children benefit from a clear and shared understanding of what they are learning and how they can be successful. In addition, teachers consistently use questioning techniques effectively which is developing well children's higher order thinking skills.
- Most children respond well to teachers' enthusiasm in delivering lessons. In most lessons, staff demonstrate creativity in providing learning which sustains the interests of most children. Most children listen attentively and work well, independently and with a partner. Most children are highly motivated by choice and respond enthusiastically when given the opportunity to lead and take responsibility for aspects of their learning. Staff should continue to develop these opportunities further.
- Across the school, all teachers share the purpose of learning consistently well with children. In almost all classes, teachers give clear instructions and explanations. All teachers ensure that children understand what they need to do to be successful. In a few examples, teachers develop and discuss with children how they can be successful in learning. Senior leaders should now share this good practice across all classes to give children greater responsibility for their learning. Most children across the school assess very effectively, their own learning and that of their peers based on the identified measures of success. All teachers provide high-quality verbal feedback regularly to children to support them to improve their learning as lessons progress. Most teachers provide written feedback to children which highlights effectively what they have achieved as well as their next steps. Teachers should now ensure

children have sufficient time to reflect and act on this feedback. This should support children to have a greater understanding of how to improve their learning.

- In most lessons, teachers provide learning at the right level of difficulty for most children through groupings and activities. This is particularly evident in literacy. In a minority of lessons, teachers' use of whole class learning results in activities being either too easy or too difficult for a few children. Teachers should ensure that appropriate challenge is provided using differentiated approaches in all lessons.
- At early level, children's learning is supported very well through play-based approaches. This is a key strength of the school. Teachers ensure an effective balance of child-led and adult-initiated experiences. Staff have created a learning environment which is stimulating and engages children's interests and motivations very effectively. Staff plan a range of rich learning experiences and activities that meet the needs of all children effectively. These experiences ensure children develop their creativity, imagination and independence very well. Teachers are at the early stages of developing similar approaches across first level. Senior leaders should support staff to ensure that the high-quality of learning afforded to children at early level continues across the school.
- All teachers use interactive whiteboards well to support the delivery of their lessons. Children in P7 have access to individual devices and children in P1 to P6 have access to shared devices. In a minority of classes, children access tablets independently as they learn. For example, children use technology to play games, present their work and to record their learning in photographs. Older children are motivated by using digital devices to create spreadsheets and graphs which supports their numeracy skills development well. Senior leaders and staff should now use the school's digital progression framework to ensure that children build their skills progressively. Children would also benefit from access to a broader range of digital technology.
- Senior leaders have developed a helpful assessment calendar which highlights the range of summative assessments teachers use throughout the year. All teachers use this information alongside regular formative assessment activity to gather evidence about children's progress in learning. All teachers moderate their assessment evidence regularly both informally and during planned moderation events. Senior leaders ensure that teachers work collaboratively with colleagues from local schools to moderate assessment evidence in writing and mathematics. As a result, professional judgements relating to attainment are accurate and robust.
- All teachers work with their colleagues to plan learning across their level over the long, medium and short-term. However, there is an inconsistency of practice across the school and approaches to planning require review. Staff must now agree more effective approaches to planning that ensure a shared understanding of how to record effectively all plans and evaluations of learning. In addition, children should be given increased opportunities to have a greater say in what and how they learn. This should help ensure that all plans are clear, consistent and have children's voice included.
- Staff are beginning to track more effectively individual children's progress and attainment in literacy and numeracy using a new local authority tracker. Senior leaders now meet with teachers four times a year to discuss all children's progress, including those with additional support needs. This is beginning to help them to identify with increased accuracy all children who require additional support with their learning and plan appropriate interventions. Staff should now track attainment across all curricular areas.

2.2 Curriculum: Learning pathways

- Teachers access progression pathways to plan learning in literacy, numeracy, health and wellbeing, Religious Education in Catholic schools and modern foreign languages. These pathways support teachers to ensure children build on their prior learning. Senior leaders should now work with teachers to ensure that progression pathways are used consistently across the school in all areas of the curriculum. This should help ensure that children learn progressively across the whole curriculum.
- Children enjoy opportunities to learn outdoors. Teachers use the school grounds well and organise trips regularly within the local area to enhance the curriculum. In addition, children in P7 enjoy attending a residential experience annually. This supports children well to develop their resilience and teamworking skills. Teachers work with partners effectively to engage in professional learning to build their understanding of what high quality outdoor learning experiences look like. They should now extend this work to develop an outdoor learning pathway which ensures children build on their existing skills and prior learning progressively.
- Children receive their entitlement to religious education each week. The school enjoys strong links with the local parish. Children experience regular religious observance within school and at the church.
- Children learn Spanish in line with the national 1+2 modern language policy. However, teachers should ensure that Spanish is taught consistently across all stages. Older children have previously learned French as a third language as part of this policy. Senior leaders should now ensure that P5 to P7 children receive their entitlement to a third language in line with national guidance.
- Most children have access to two hours of high-quality physical education (PE) every week. A minority of children receive less than two hours of PE. Most children feel the school provides them with regular opportunities to exercise and teaches them to be healthy. Senior leaders and staff should now review timetables to ensure all children receive their full entitlement to PE.
- Children have access to a range of reading materials and books in class and school libraries. Older children enjoy borrowing books regularly from the travelling book bus. As a result, children are developing well their enjoyment of reading.
- Teachers have recently introduced a focus on skills for learning, life and work. Most children are beginning to consider these within their learning and identify a few skills they are developing. Senior leaders rightly recognise the need to consider further how children can be supported to demonstrate and develop these skills progressively. This should enable children to use these skills more effectively to support their learning.

2.7 Partnerships: Impact on learners – parental engagement

- Parents are provided with opportunities to visit the school to learn more about their child's learning. In addition, they appreciate the information set out in the parents' annual calendar of events, parents' evenings and monthly newsletter. They also appreciate the updates provided through learning journals for younger children and through an online platform. These provide parents with greater understanding of their child's learning and progress. Senior leaders engage with parents through regular surveys to involve them in sharing their views on school activity. Senior leaders should now ensure parents are aware of how their views have been taken into consideration. Senior leaders have set up a parental engagement working group to strengthening parental engagement further. As part of the work of this group, staff are looking to create opportunities for parents' increased engagement in learning. In addition, they are enthusiastic to have parents support the future direction of the school's learning journey.
- The Parent Council has increased in number recently with almost all classes now being represented. Most parents feel they are kept involved in the work of the Parent Council through regular meetings, social media and the Parent Council noticeboard. They work successfully to organise events to raise funds through activities such as a Christmas fair. These activities provide valuable funds to support the P7 residential experience and the purchasing of new library books.

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 that need to be addressed as a matter for urgency.
- Following the inspection the education authority, working with the school, have taken forward areas for improvement in safeguarding which required urgent action. HM Inspectors have reviewed information relating to these areas for improvement. HM Inspectors are satisfied with the response taken by the education authority and do not require any further information.

3.1 Ensuring wellbeing, equality and inclusion

good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Children and staff enjoy positive and caring relationships based on the school values. They have collaborated well on making the school values accessible and meaningful. Children relate well to these values, which are developing their sense of belonging to the school community.
- Almost all children are respectful and polite to adults. A majority of children feel staff and children treat them fairly and with respect. Most children believe that the school helps them to feel and be safe at school. Children benefit from a range of strategies to help them feel safe and reduce any anxiety. For example, they have access to calm areas within classrooms and resources to help them manage their emotions. Children who find the playground overwhelming access the pupil support area during breaks. Most children have someone in school to whom they can speak if they are upset or worried about something. They access the STTAR room where adults support them effectively to regulate their emotions and resolve any conflicts. As a result, most children across the school have their wellbeing supported effectively.
- Staff model behaviour which promotes and supports the wellbeing of all. Children are developing well an understanding of the wellbeing indicators. They use the language of the wellbeing indicators in daily school life. They are developing effectively their ability to recognise and talk about their emotions. This enables them to discuss and reflect better on their own wellbeing. Children evaluate their wellbeing termly using developmentally appropriate tools. Teachers use this information well to help children to understand their emotions and to plan and provide appropriate support. Senior leaders track children's emotions at class level to determine patterns or trends. They should now track individual children's emotions to improve further outcomes for specific children.
- Children's understanding of their rights, and the need to respect the rights of others, has been enhanced through a whole school focus on United Nations Charter for the Rights of the Child (UNCRC). Children are proud of being accredited for this important work. All children have contributed to the development of class and whole school charters to promote inclusion and respect. Senior leaders and staff should continue to support children to understand fully their needs and rights under the UNCRC. For example, they should continue to encourage children to see how rights affect their interactions with others.
- Senior leaders have developed an overview of most children who require additional support with their learning across the school. They should now develop this further to ensure a detailed understanding of all children's learning, development needs and support across the school. This should enable senior leaders to make more informed decisions about where best to target resources and meet better the needs of children who require additional support.

- Staff support children who have identified additional support needs well to create pupil passports. These highlight clearly information about the child, what their triggers are and the supports in place to help them. Consequently, all staff adopt a consistent approach in meeting the needs of specific children.
- Staff work effectively with partner agencies to help children who require support for their learning or wellbeing. For example, identified children are supported well by the school nurse, outdoor learning specialists and partners in The Yard. Staff complete child's plans and individual education plans and agree targets for children. Staff should now review individual children's targets to ensure they are specific and include clear measures of success. This should enable them to evidence more clearly all children's progress in relation to their individual targets. It will also support staff to know that interventions are successfully improving outcomes for children. Children who require additional support with literacy benefit from effective targeted support in small groups. A majority of these children are making very good progress towards their individual targets. As planned, senior leaders should develop further their approaches to recording, tracking and monitoring the progress of children who require additional support with their learning. These approaches should evidence more clearly, improved outcomes for children.
- A majority of children feel that bullying incidents are dealt with well. Senior leaders recognise the importance of reviewing their anti-bullying policy in line with national guidance. Senior leaders should work with all children and other stakeholders to ensure a shared understanding of the measures staff undertake to respond to incidents of bullying.
- Most children feel staff teach them to lead a healthy lifestyle. During health and wellbeing lessons, children consider aspects of healthy lifestyles and making choices. All children have regular opportunities to be active in school. This includes a wide range of after-school clubs and activities. Children are enthusiastic about the activities available to them. They understand the importance of regular physical activity for their physical and mental health. Children are developing well their gross motor, resilience and teamwork skills as a result.
- Children benefit from well-established transition programmes as they move into P1 and onto secondary school. The headteacher links well with the associated secondary school to support children as they move from P7 to S1. Secondary staff visit the school regularly to explore transition themes with P7 children through literacy and drama activities. This ensures that children have a known adult who they trust when they enrol in S1. Staff plan increased transition experiences through an enhanced transition programme for identified children. As part of this, children have additional opportunities to visit the secondary school for a range of events. This helps to build children's confidence when transitioning to secondary school.
- The school community benefits from having children who learn together from a wide range of diverse cultures. Across the school, there are 46 different home languages spoken. Senior leaders, staff and the pupil leadership equalities group take every opportunity to promote and celebrate a sense of inclusion and belonging. For example, children routinely learn about different faiths, cultures and protected characteristics in class and during weekly assemblies. Most children understand that all children are unique, special and equal and may need varying amounts of support. Staff should continue with their focus on ensuring children have opportunities to understand, promote and celebrate all aspects of diversity. This should support children to develop further, their skills and understanding to tackle discrimination and intolerance.

3.2 Raising attainment and achievement

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Overall, children's attainment in literacy and numeracy is good. At all levels, most children attain nationally expected levels in all aspects of literacy. Most children at early and second level, and a majority of children at first level, attain nationally expected levels in numeracy. A few children at early and first level are exceeding expectations in literacy. Across the school, a few children require greater challenge in literacy.
- Most children who require additional support with their learning make good progress towards their individual targets.

Attainment in literacy and English

- Overall, most children across the school make good progress in literacy and English.

Listening and talking

- At early level, most children respond well to simple questions relating to a text. They hear and say the different single sounds made by letters and use this to help them to read simple words with increasing accuracy. A minority of children would benefit from more activities to support their understanding of rhyme. At first level, most children communicate clearly and audibly and respond to others respectfully. They share information successfully by using appropriate vocabulary and present their thoughts or opinions logically. At second level, most children contribute relevant ideas, information and opinions during group discussions. They are articulate and speak with enthusiasm about their school and their learning. Across the school, a few children should develop their skill in listening to others and waiting for an appropriate time to contribute during discussions.

Reading

- At early level, most children choose stories or texts for enjoyment, making use of the cover, title, author and illustrator. They are excited about books and speak with enthusiasm about stories. They show an awareness of the difference between fiction and non-fiction books. They should continue to develop their knowledge of sounds, letters and patterns to read words. At first level, most children answer literal, inferential and evaluative questions about texts well. They speak with enthusiasm when sharing their preferences for particular texts and authors. A few children need to develop their fluency and expression when reading aloud. At second level, most children find information in texts successfully by skimming and scanning. They use this information effectively to identify and discuss the main ideas of a text. Across the school, a few children would benefit from reading more challenging texts.

Writing

- At early level, most children form lower case letters accurately and attempt to spell common words. A few children need reminders to use a capital letter and full stop in sentences. Most children at first level, organise their writing in a logical order and start sentences in a variety of ways to engage their reader. A minority of children should use a variety of conjunctions to vary the length of their sentences. At second level, children create a range of short and extended texts regularly for different purposes. Most children use their notes successfully to create new texts and use paragraphs effectively to separate their thoughts and ideas. At first and second levels, a minority of children need to ensure they punctuate their sentences accurately. Staff should support children to improve the quality of presentation of work.

Numeracy and mathematics

- Across the school, most children make good progress in numeracy and mathematics.

Number, money and measure

- At early level, most children count confidently to 20. They measure items using standard and non-standard units well. Most children add and subtract within 10 and identify coins up to £1. At first level, a majority of children understand number and link its place and value within 10,000. They round whole numbers to the nearest 1000 confidently. A majority of children add, subtract and multiply two-digit numbers. They are less confident reading analogue and digital time. At second level, most children demonstrate an understanding of equivalent fractions. They identify patterns and describe numbers using mathematical language including prime, factors, odd, even and multiples. They would benefit from opportunities to transfer their knowledge into real life contexts and problem solving.

Shape, position and movement

- At early level, most children describe three-dimensional (3D) objects. They demonstrate an understanding of simple positional language. A majority of children at first level and most children at second level describe 3D objects confidently using appropriate mathematical language. At first level, children would benefit from more practise with coordinates and grid references. At second level, most children identify 3D objects from their nets. They should now revisit their understanding of scale.

Information handling

- At early level, most children sort and display objects sharing their ideas with others. A majority of children at first level use tally marks well to gather information. They understand a range of graphs and diagrams such as Venn diagrams and bar charts. They require more support to create accurately graphs with appropriate titles, labels and scales. At second level most children display data effectively in line graphs using digital technology. They analyse and interpret this information to make sense of patterns and trends. They would benefit from further opportunities to use information handling skills in real life contexts.

Attainment over time

- Attendance is 95% which is in line with the national average. Attendance data shows a steady improvement in recent years. Using PEF, the headteacher has appointed staff to monitor and support improvements in attendance. Together they review attendance rigorously and regularly. Staff act promptly, following local authority and national guidance well to address proactively any issues relating to reduced attendance. They make regular contact with families to provide support to promote good attendance. The headteacher is aware of the need to improve approaches to monitor late coming. She should ensure that improved systems support the identification of issues more systematically. A few children attend school on a part time basis. Senior leaders monitor and support this effectively through timeous reviews and

effective links with partners. This is having a positive impact on identified children resuming their entitlement to full time education.

- Currently senior leaders cannot clearly evidence attainment over time. The headteacher has recently introduced staff to the local authority tracking tool. Senior leaders should now support staff to embed the use of this tracker over the coming years to allow them to track attainment better over time. Attainment data shows that there is a dip in literacy and numeracy attainment as children progress from early to first levels. Senior leaders rightly recognise that they need to implement more robust procedures to track and analyse the attainment of cohorts of children better. This should include identifying clearly and analysing more effectively how the number of children transitioning into and out of the school impacts attainment data over time.

Overall quality of learners' achievements

- Across the school, all children benefit from a variety of leadership roles in areas such as equality and digital skills. Children speak confidently and with pride about the positive impact their actions have on their school and community. Children develop skill in working collaboratively and learn how to effect positive change through participating in these roles. Most children at P5 to P7 and a majority of children at P1 to P4 benefit from a wide range of extra-curricular experiences. Children speak with pride about opportunities such as being a part of a musical group, dance and football. Almost all children at P7 attend a residential experience. Children develop confidence, teamwork and communication skills through these extra-curricular experiences.
- Staff recognise and celebrate successfully children's wider achievements in and out with school. Children are proud to have their achievements celebrated during assemblies, on wall displays and in newsletters. This is supporting children to build self-esteem. Senior leaders use a range of evidence to track wider achievements in and out of school. This enables them to identify effectively children who may be at risk of missing out on opportunities to experience and achieve success. Senior leaders work alongside a sports partner to provide additional extra-curricular opportunities for these children. Staff should now support children to identify the skills that they are developing through their leadership roles and their wider achievements. This will allow children to make greater links between the skills they are developing and the activities they are undertaking.

Equity for all learners

- Senior leaders and staff know children and families very well. They understand the challenges faced by families and seek to remove any barriers linked to socio-economic disadvantage, including costs associated with the school day. Staff plan interventions effectively to ensure all children can participate in all aspects of school life. These include subsidising school trips, providing a free breakfast club and operating uniform and book swaps. Senior leaders and the Parent Council also subsidise the annual P7 residential trip. These measures help to ensure all children access the range of opportunities offered by the school.
- Senior leaders utilise PEF and other funding to provide universal support across the school and to target individual children. Senior leaders employ additional staff who provide specific training for support staff and target funding towards extra-curricular activities. This ensures that attendance has improved, and a majority of children from adverse socio-economic backgrounds make good progress in attainment. Senior leaders should now ensure that PEF is targeted more closely to raise the attainment of children affected by socio-economic disadvantage. This should ensure the pace of closing the poverty-related attainment gap increases. Senior leaders should now consider using a wider range of data to identify better poverty-related attainment and other gaps. This should help them identify more effectively approaches and interventions which will make the biggest impact on accelerating children's

progress and attainment. Moving forward, the headteacher should ensure evaluation of the impact of PEF is more robust. This should ensure that all staff understand better how these funds support children's outcomes.

Practice worth sharing more widely

Learning through play at early level

Staff at early level provide high-quality learning experiences that support children to learn through play meaningfully. These experiences reflect well national guidance on play and are informed by quality professional learning. Staff work with colleagues from other schools to share and develop effective practice in learning through play.

Staff ensure they plan an effective balance between child-led and adult-initiated play rich experiences which place the child at the centre. Staff successfully create a stimulating environment that sparks children's curiosity and creativity and keeps them engaged purposefully in their learning as they play. Staff interact skilfully with children, both during direct teaching inputs and as children play independently. Observations are used effectively to plan next steps in learning, ensuring that each child's progress is supported.

Children at early level are developing well skills in leading their own learning. Staff use creative approaches to ensure children understand clearly what they are learning and how to be successful. In addition, staff have supported children to develop skills in evaluating their own learning and that of their peers.

As a result of all approaches used, staff are meeting the individual needs of children highly effectively which is leading to very positive outcomes for all.

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.