

Summarised inspection findings

Colquhoun Park Primary School

East Dunbartonshire Council

23 June 2026

Key contextual information

Colquhoun Park Primary School is a non-denominational school serving the community of Bearsden West and the surrounding areas within East Dunbartonshire and Glasgow. Currently there are 169 children organised across seven classes and a nurture class. There is an Early Years Centre within the school building providing care for children from 2 years old. The headteacher has been in post since 2021 and is supported by a deputy headteacher. There is a part-time principal teacher with a one and a half day teaching commitment. The majority of children reside in the Scottish Index of Multiple Deprivation (SIMD) deciles 9-10 and a quarter reside in SIMD deciles 1 and 2. Senior leaders report that 46 % of children have a recorded additional support need and 11% of children have English as an additional language. Over the last few years and prior to the inspection, there have been a number of staff absences and staff changes across the school.

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

- The headteacher, deputy headteacher and staff team place children's wellbeing and inclusion at the heart of all they do. Together, they create a nurturing, supportive and caring environment where all children's needs are met well.
- The school's vision values and aims were refreshed recently and include the views of children, staff and parents. Most children know and exemplify the values of honesty, fairness, responsibility and respect well. Staff use displays and assemblies appropriately to help remind all children of these. Children are motivated to follow the values through their school mascot 'Rocky Raccoon' and achieve awards for following the values. Teachers are supporting children well to learn about their rights through class lessons and assemblies. They should continue to help all children to develop their knowledge and understanding of children's rights and what they mean for them.
- Senior leaders and staff know children and families very well. They understand the socio-economic challenges families may face and work very well to support children and families to access appropriate help. The headteacher uses Pupil Equity Fund (PEF) appropriately to support identified children's wellbeing and to close gaps in learning.
- Senior leaders and staff identified areas for the current school improvement plan based on self-evaluation, attainment information, collegiate discussions and local authority priorities. These include improving approaches to learning and teaching through a collaborative improving schools programme, raising attainment in literacy and supporting inclusion across

the school. Staff worked well together to audit and improve classroom environments. They created more inclusive classrooms with calm spaces and additional resources to meet children's needs. As a result of this improvement priority, all staff are now more confident in providing universal supports for children. Staff evidence well the positive progress in developing literacy resources and interventions. This is supporting improvements in children's attainment in literacy. Teachers are working well together to revisit approaches to learning and teaching across the school. There have been a number of new staff to the school in recent years and periods of significant staff absence. This has highlighted the importance of ensuring consistent, high quality approaches to learning and teaching and clear systems to quality assure learning and teaching. Going forward, senior leaders and staff should continue to work together on this improvement priority to ensure the best outcomes for all children.

- Senior leaders developed a detailed and useful quality assurance calendar to identify when school improvement and quality assurance activity will take place. This includes collegiate meetings, planning and tracking meetings, observations and jotter monitoring. Senior leaders and staff use quality assurance activity effectively to monitor progress towards improvement priorities and review the work of the school. At times, planned activity has not been completed due to staff changes. As the staff team becomes more established, senior leaders should re-establish their focus on regular quality assurance activity. This should help all staff to recognise more clearly what is working well and help to identify future priorities.
- The headteacher and depute headteacher engage in regular professional learning to support them to lead learning and improvement within school. They are highly reflective and work well together to lead school improvement activities. Senior leaders use professional review meetings to identify staff development and leadership opportunities. These are linked well to staff interests, identified development areas and school improvement priorities. As part of an improving schools' programme, staff benefit from opportunities to observe colleagues out with the school. All teachers are highly reflective and value regular feedback on learning and teaching. Senior leaders should continue to help all staff to build on this positive work and share their learning across the school. This should support staff in creating a consistent approach to teaching and learning across the school.
- All teachers have opportunities to lead areas within the school, this includes nurture, approaches to play, literacy developments and class committees. A few support staff lead successfully on therapeutic programmes and interventions. Senior leaders should continue to support all staff to lead on areas across the school.
- Senior leaders involve all staff in regular self-evaluation activity. This includes staff surveys, professional discussions and informal feedback. This helps senior leaders to review progress towards improvement priorities. Senior leaders identify correctly that increased rigour in a few self-evaluation activities will support them to drive forward further improvement across the school.
- All children are involved in pupil-led committees, supported well by staff. These include sustainability, children's rights, sports and communication. Most children value these experiences. More regular meetings would help all children to have a greater sense of the plan for their committee and the impact of their work across the school. Older children talk confidently about the role of their committees. For example, promoting children's rights within the school, learning effectively about sustainability to achieve a 10th Green Flag award and creating a school newspaper. The pupil council have introduced class meetings this year. These

allow children to share their ideas and be included in decisions about their school. Staff also use surveys and assemblies meaningfully to gather pupil views. Children should now be encouraged to discuss ways to improve more aspects of school life, for example, learning and teaching. Staff should support children to understand more clearly the skills they are developing through these pupil groups.

2.3 Learning, teaching and assessment

satisfactory

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 welcoming, calm and purposeful ethos across the school, underpinned by the school values and children's rights. Staff involve children successfully in the creation of charters which are displayed in all classrooms and in other areas of the school. These support children well to know the agreed standards in school. All staff model nurturing relationships and demonstrate high expectations for behaviour. As a result, children benefit from very positive interactions, and almost all children behave very well.
- Senior leaders and staff have engaged well in professional dialogue and self-evaluation to improve the quality of teaching and learning across the school. As planned, they should continue this work to agree upon the features of highly-effective practice and reflect this in all lessons. This should help to ensure the quality of teaching and learning across the school is consistently high.
- In a few lessons teachers provide children with opportunities to lead learning, make choices in how they learn and learn in creative and active ways. When teachers plan lessons that are sufficiently challenging, active and encourage children to work collaboratively, almost all children engage actively in their learning. However, in a majority of lessons, learning is not challenging enough for all children, and opportunities for children to lead their learning are limited. A minority of children across the school are too passive in their learning, listening to the adult speaking for too long. Senior leaders need to support teachers to increase the level of challenge for children across the school. Children would benefit from more opportunities to lead and discuss their learning. This should help to increase children's confidence to talk about their learning and support accelerated progress.
- Teachers' instructions and explanations are clear in most lessons. They consider carefully the purpose of children's learning and share this effectively with children. In a majority of lessons, teachers share steps to success with children. This is beginning to support children to understand what they are learning and how to be successful. Teachers should now involve children meaningfully in the creation of their steps to success. In doing so, they should help children to reflect on these to assess their own work and the work of others more regularly across the school. This should support children to take increasing responsibility for their learning.
- In a majority of lessons, teachers use a variety of questioning techniques effectively to elicit information and to develop children's understanding. Where this is working well, teachers' use

of questioning deepens children's thinking. Senior leaders should support teachers to develop further their use of questioning, ensuring that it extends children's thinking more regularly. This should help all children to develop their higher order thinking skills.

- Most teachers provide effective and regular verbal feedback. They use agreed approaches to provide written feedback in children's jotters. This is most successful in children's writing jotters. This written feedback helps children to understand what they are doing well and how to improve their work. Teachers should now develop the feedback they provide in other areas of the curriculum. They should provide children with more opportunities to edit and improve their work based on the feedback received. This has the potential to support children to become more confident in understanding their strengths and areas for improvement.
- All teachers use effectively interactive whiteboards to introduce learning. Across the school, children have access to laptop and tablet computers, which they use mainly for word processing and research tasks. They also access a variety of educational games. A few children use assistive technology to support their learning. This is helping these children to make better progress in their learning. The reliability of the digital technology is reducing opportunities for children to use technology creatively or regularly enough to develop important skills. Senior leaders and staff should now work together to create and embed a digital strategy and progressive pathway for learning digital skills. They should extend the range of opportunities children have to use digital technology to enhance their learning and to develop skills such as coding. This has the potential to improve children's engagement, to enhance children's digital skills and to improve further children's progress across the curriculum.
- Teachers provide younger children with regular opportunities to engage in high-quality play experiences. They have engaged in purposeful professional research, professional dialogue and training. Children benefit from inspiring and engaging environments, which support them very well to develop their curiosity and creativity. Teachers clearly value the importance, and understand the features, of high-quality play. They use observations very effectively to assess children's learning and plan engaging activities to support children's next steps. In doing so, they provide an appropriate balance of child-initiated, child-led and adult-led opportunities. As planned, teachers should continue to review this balance to ensure that children experience appropriate challenge in their learning. This should help to ensure that all children make the best possible progress in their learning.
- All teachers use a range of summative assessment well to assess children's progress. This assessment evidence supports teachers and senior leaders to identify children who may benefit from targeted interventions. Staff should now work together to use this assessment information more robustly to plan more challenging next steps in all children's learning. They should involve children more meaningfully in setting and reviewing their personal targets. This should help children to understand better how to improve their work.
- Teachers have engaged in helpful moderation activity within the school and across the local authority. For example, all teachers have visited other schools and have participated in moderation activities linked to children's writing. This is beginning to support teachers to develop consistency in aspects of their teaching practice. Teachers observe each other and give detailed feedback to support the development of learning and teaching across the school. They speak positively about the impact these opportunities have on their practice. Senior leaders should now support staff to continue to engage in a range of moderation activities.

Teachers should enhance further their understanding of national Benchmarks across all areas of the curriculum. This should help to strengthen further teachers' judgements and predictions about children's progress and attainment.

- Senior leaders and teachers have developed consistent approaches to planning across the school. All teachers plan over the short-, medium- and long-term across the curriculum. They involve children successfully in planning a few aspects of their learning. Teachers should now involve children more widely in planning their learning. In doing so, they should provide opportunities for children to be more active in their learning. This should help them to develop a variety of important skills, including creativity, initiative and problem solving.
- Senior leaders and teachers meet three times per year to track and discuss children's progress in literacy, numeracy and health and wellbeing. They recently implemented a new tracking and monitoring toolkit. They use a 'fact, story, action' approach well to analyse data and identify support and interventions required for individual children. Senior leaders and staff now need to streamline their systems to ensure information relating to children's progress can be discussed and analysed more easily. This should help them to monitor children's progress through the school with greater rigour and identify any patterns or trends in attainment over time.

2.2 Curriculum: Learning pathways

- Teachers use progressive pathways to plan experiences and track children's progress in literacy, numeracy and health and wellbeing. This is supporting teachers well to plan experiences that build on children's prior knowledge and learning. Senior leaders now need to ensure teachers use progressive pathways consistently to plan and track learning in all areas of the curriculum. This should support children to explore all experiences and outcomes in appropriate breadth and depth. It should also support teachers to understand better children's progress through a level in all areas of the curriculum.
- Teachers bundle experiences and outcomes to create engaging and relevant contexts for learning. For example, older children are highly motivated when learning about natural disasters. They use this context to develop further their information handling skills in numeracy and mathematics. Senior leaders and staff should review the bundles of experiences and outcomes with a view to including more links across the curriculum. This should help to ensure all contexts for learning are relevant and allow children to develop their knowledge and skills across the curriculum.
- Across the school, children receive their entitlement to two hours of quality physical education (PE) each week. Teachers use detailed progressive pathways to support their planning and tracking of children's progress in a variety of physical skills and games. Most children feel that staff provide them with regular opportunities to exercise in school.
- Children at all stages receive their entitlement to the 1+2 modern language curriculum. All children learn French and children at P5 to P7 also learn Spanish. Teachers use an overview to help ensure that children learn a variety of vocabulary. Teachers should now embed a progressive pathway to ensure that children build progressively on prior learning.
- Children benefit from a balanced religious and moral education curriculum. They learn about the beliefs, festivals and traditions associated with a variety of world religions. This is supporting children well to develop respect and tolerance for the views and beliefs of others. Staff provide opportunities for children to engage in religious observance. For example, all children have the opportunity to visit the local church annually.
- Staff are at the very early stages of providing high-quality outdoor learning experiences for children. Senior leaders and staff should now create an outdoor learning strategy and provide more planned opportunities for children to engage in outdoor learning. This should help to enhance children's motivation and allow them to develop skills such as resilience and adaptability.

2.7 Partnerships: Impact on learners – parental engagement

- Senior leaders and staff communicate well with parents in a range of ways including the use of an online application, social media and emails. Staff made changes to streamline communication based on feedback from parents. Information shared helps parents to know about upcoming events, share children's learning in school and let parents know how they can support learning at home. Staff provide regular updates for parents on children's learning through parent evenings and report cards.
- Parents, and the Parent Council, have many opportunities to share their views on school improvement. This includes, for example, changes to the vision, values and aims and recent changes to the spelling programmes. Senior leaders should continue to involve parents in ongoing school improvement, including the use of PEF to support children.
- Staff encourage parents to come into school for many events. These include cooking clubs, open afternoons, literacy events, school shows and assemblies. There are many opportunities for parents to develop skills to support their child's learning, for example numeracy workshops. Parents highly value these experiences.
- The Parent Council supports the work of the school well. They provide additional funding for trips, playground equipment and celebratory events. Senior leaders should continue to involve the Parent Council in school improvement activity.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.1 Ensuring wellbeing, equality and inclusion

good

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Staff and children develop positive, trusting and nurturing relationships across the school. All staff recognise the importance of placing children's wellbeing and positive interactions at the core of their work. They understand that positive wellbeing is central to effective learning. They know children and families very well and tailor support appropriately to meet the individual needs of children. Staff are developing well their knowledge of inclusive practice and inclusive classrooms to further meet children's needs. Supported by a pupil committee, staff reviewed the school environment and developed calm spaces in every classroom. These spaces help children to know where to go if they need a quiet time before re-engaging in learning and promote independence well. Almost all children are respectful to each other, and almost all children behave well. Most children feel staff provide them with the help they need in school.
- Children experience a purposeful playground with many zones and activities to engage them during breaktimes. Older children take part in training to become play pals to help younger children outside during breaks. Children attend a variety of lunchtime clubs, and a few children lead clubs for other children, such as dance. Staff are trained to use restorative approaches and the 'Rocky Reminders' to support any children who might have a concern in the playground. This ensures children know all adults will respond consistently to their concerns, and helps everyone to resolve any issues. These approaches are helping most children to play well together, enjoy their breaktimes and have led to a reduction in incidents outside.
- Staff help children learn successfully about the wellbeing indicators through regular assemblies, displays and class lessons. They follow a progressive health and wellbeing programme to ensure all children build on their knowledge and skills as they move through the school. Children enjoy an annual 'health week'. They have opportunities to take part in a wide variety of sports and activities from yoga to karate, rugby and dance. This is supported effectively by a range of partners, including Active Schools and parents. A few children have well-planned opportunities to engage in learning about food hygiene through family events and cooking sessions. Children in a few classes took part in developing healthy packed lunches and learning about a balanced diet. Staff should now look for ways to ensure all children have well-planned experiences in cooking. Across the school, all children have a good understanding of how to follow a healthy lifestyle and how they can make positive health choices.
- Former pupils developed the 'Princi-pals' which are characters who help children to learn about wellbeing and nurture. These well-established characters include Leo languages and Bella behaviour. They are highly visible through displays and class lessons and support all children to engage effectively in discussions about wellbeing and behaviour. All teachers use the agreed language of 'zones of regulation' meaningfully to help children explain how they are

feeling. This is helping most children to identify and talk about how they are feeling more confidently. Most teachers use daily check-ins to monitor children's wellbeing. Children know staff will support them appropriately if they share a worry or are feeling upset.

- Senior leaders and staff track children's wellbeing effectively using a range of assessments. Staff follow up promptly with individual children, where there are any concerns. Senior leaders use this tracking to plan individual, whole class or school interventions or support. For example, they plan friendship groups, change and loss support or therapy sessions to meet children's needs. Support staff skilfully work with individuals and small groups on planned interventions. Staff use pre and post measures to ensure interventions are effective. As a result of these approaches, identified children are able to develop positive friendships and build their social skills well. They develop their confidence, self-esteem and growth mindset successfully, helping them to feel included and more settled in school. A few children are engaging for longer in learning activities as a result of these approaches.
- All staff engage in appropriate professional learning to extend their skills and confidence in meeting children's needs. A few staff share learning effectively with others, for example, sharing their knowledge of nurture principals, trauma informed practice and inclusive practice. As a result, staff provide a range of universal supports, including ear defenders and wobble chairs, in each class to meet children's needs well. All children access these supports as and when they need them. This promotes inclusion across the school.
- All staff know their statutory duties well and engage in regular training to ensure they are up to date with any changes in guidance. Staff use staged intervention processes appropriately to identify children who may need additional support with their learning, health or wellbeing. Where children need additional help staff create wellbeing or action plans. A few children have team around the child meetings where parents and partners meet with staff to review children's needs. Going forward, senior leaders should ensure children's plans include relevant information. This should help all staff know children's barriers to learning and identify agreed strategies to meet children's needs. They should ensure targets in plans are specific, measurable, time specific and achievable. This should support identified children to make the best possible progress towards their targets.
- Staff follow agreed policies to support anti-bullying across the school. They record incidents of alleged bullying carefully in line with the local authority policy. A few children and a minority of parents feel bullying is not always dealt with effectively or communicated appropriately. Staff plan to review the anti-bullying policy this session. As part of this work, they should involve children and parents to create a shared understanding of what constitutes bullying behaviour and how school staff respond.
- A few staff support identified children very well in the Star classroom. Children who attend, have their wellbeing needs met effectively. Staff plan learning activities to develop well children's confidence, improve their self-esteem and resilience. They help them learn strategies to focus on tasks for increasing periods of time with success. Staff work well with families and signpost them to additional supports. Parents and children have opportunities to learn together. Parents value these opportunities. As a result, identified children are making progress in developing social skills, friendships and engaging with learning tasks for increasing periods of time.

- Staff work well with a range of partners to support children's wellbeing effectively across the school. Children are highly positive about these experiences and their learning about managing emotions, developing social skills and resilience. A majority of children from P1 to P7 have attended a lunchtime club this session including hockey, football, dance and athletics. These activities help children to develop their fitness skills, teamwork and confidence. Children have opportunities to take part in sporting festivals and are working well towards national accreditation for sport in schools.
- 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. Minor areas for improvement have been agreed with the school and the school meals provider.
- Children and staff are working well towards accreditation for their work on promoting children's rights. Staff are helping children to learn about the experiences of different children across the world, for example learning about a range of religions, languages and cultures. Older children are learning about diversity through class topics on sectarianism and racism. Staff have added new reading materials to libraries to provide a range of books on diversity and difference. They rightly identify the need to further develop children's understanding of a wider range of protected characteristics across the school. This has the potential to support all children to have a greater understanding of diversity, discrimination and identity.

3.2 Raising attainment and achievement

good

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

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

Attainment in literacy and numeracy

- Overall, attainment in literacy and numeracy is good. Most children at P1, P4 and P7 achieve nationally expected Curriculum for Excellence (CfE) levels in literacy and numeracy. Across the school, a minority of children are exceeding expectations in literacy and numeracy. They have potential to make even better progress with increased challenge in their learning.
- A majority of children who receive additional support for their learning make good progress towards their individual targets in literacy and numeracy.

Attainment in literacy and English

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

Listening and talking

- Most children at early level listen well to an adult and follow instructions carefully. They share their views confidently about stories they enjoy and what they like about them. They would benefit from opportunities to make predictions about how a story might end. Most children at first level share their views with increasing confidence during group discussions, listening to others and using eye contact. They should continue to develop skills in note taking to capture key information from texts or videos they have listened to. Most children at second level are able to share their opinions during discussions, explaining their thinking. They understand the skills needed to present well to an audience. They would benefit from increased opportunities to present to others to develop further these skills.

Reading

- Most children at early level use their knowledge of sounds and tricky words to read with increasing fluency. They enjoy talking about stories and characters, answering questions confidently about what happened and the sequence of the story. They should use texts to help them find key information about topics. Most children at first level read with increasing fluency. They know helpful strategies to use to help them de-code unfamiliar words. They need to develop their understanding of the features of non-fiction texts. Most children at second level share their views well on texts read and discuss what might happen next. They respond confidently to a range of questions on texts read, including inferential questions. They need opportunities to compare and contrast a wider range of authors, their styles of writing and use of language.

- Children would benefit from a wider range of reading materials available in class libraries, which are refreshed regularly. Staff should ensure reading materials are challenging and reflect the interests of all children.

Writing

- Most children at early level use their knowledge of letters and sounds to write words and simple sentences with increasing confidence. A few children write longer texts, attempting to add punctuation and write tricky words. They should continue to write for a range of purposes. At first level most children are developing well their understanding of grammar and punctuation. They should continue to extend their writing, adding openers and more description. At second level most children write in a range of genres, for example, persuasive writing, factual report writing and instructions. They use appropriate language, structure and style for the purpose and to engage the reader. They should continue to use feedback to improve and edit their work, adding in more advanced vocabulary or sentence structure.

Attainment in numeracy and mathematics

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

Number, money and measure

- At early level, most children check successfully estimates by counting, and add and subtract mentally to ten. They name the days of the week and read accurately analogue o'clock times. At first level, most children round accurately whole numbers to the nearest 100 and order successfully numbers to 1000. They use the correct notation for common fractions and order fractions on a number line. A majority of children should now practise giving change within £10. At second level, most children round whole numbers to the nearest 100,000. They read, write and order decimal fractions to three decimal places, and order numbers less than zero on a number line. A majority of children should develop further their skill in calculating percentages of a quantity and enhance their understanding of equivalent forms of fractions.

Shape, position and movement

- At early level, most children describe and sort common two-dimensional (2D) shapes. They understand and use correctly the language of position and direction. A majority of children should develop their understanding of the directional terms right and left. At first level, most children use mathematical language to describe the properties of common 2D shapes and three-dimensional (3D) objects. A majority of children would benefit from developing their understanding of directional language, such as anti-clockwise, clockwise. Most children at second level use mathematical language well to describe and classify a range of angles. They use successfully their knowledge of the link between the compass points and angles to follow directions. Children need to develop further their ability to calculate the radius and diameter of a circle.

Information handling

- At early level, most children answer questions using a bar graph. They use knowledge of colour, shape and other properties to match and sort items in a variety of different ways. At first level, most children answer successfully questions to extract key information from a variety of charts and diagrams. They create successfully bar graphs to display information and include a suitable title. At second level, most children draw conclusions about the reliability of data. They collect, organise and display data accurately in a variety of ways, for example, using bar

graphs and line graphs. At all levels, children would benefit from opportunities to display data using digital technologies.

Attainment over time

- Attendance across the school is currently 93.5% and has been in line with the national figure for the past three years. A minority of children have attendance below 90%. Family holidays during term-time have been highlighted as a significant contributor to children's absence. Senior leaders contact parents to highlight persistent absence and work with them to improve children's attendance. Senior leaders work effectively with partners to improve attendance for a few children. As a result, attendance for a majority of children is improving. Senior leaders should continue to follow attendance guidance issued by the local authority. In doing so, they should monitor more regularly and robustly children's attendance, ensuring interventions are leading to sustained improvements in attendance. This should help to reduce absence for a few children across the school.
- A few children are currently on part-time timetables. Senior leaders adhere to local authority guidance in reviewing these with families. They should continue to work with families, the local authority and partners to ensure all children receive their full entitlement to education.
- Over the past three years, most children across the school have achieved nationally expected CfE levels in reading, listening and talking and numeracy. Most children make good progress as they progress through the school. Going forward senior leaders should continue to support teachers to use data more robustly to ensure all children are appropriately challenged in learning. They should streamline systems used to gather and track assessment and attainment information. This should help them to analyse more rigorously children's attainment over time, to identify trends and to target dips in attainment as they arise.

Overall quality of learners' achievements

- Senior leaders and staff celebrate successfully children's achievements during assemblies and on wall displays. Children speak with pride about receiving 'pupil of the week' certificates during weekly assemblies and about receiving house points for displaying the school values. These strategies are supporting children well to develop their confidence and self-esteem.
- Children across the school experience success and develop important skills through clubs, school events and trips. Children in P7 attend a residential experiences and cycle proficiency training. These experiences support them well to develop resilience. Almost all children are members of leadership committees, including the community spirit, princi-pals and communication committees. A few children at P5 to P7 lead clubs for younger children. Children are beginning to develop an understanding of how their actions can lead to positive change in these roles. Staff should now support children to understand and share the skills they are developing through these experiences.

Equity for all learners

- All staff understand the barriers that exist for children, including socio-economic disadvantage. They work effectively with families and partners to reduce these. For example, children benefit from access to a well-stocked uniform bank and to free fruit at intervals when required. Senior leaders and staff signpost sensitively families to external agencies where appropriate and help them to complete paperwork to access a variety of additional support. They work with the Parent Council well to subsidise an annual school trip and to pay for a

visiting performing arts company to perform at school. These approaches are helping to ensure that children feel included fully in the life of the school.

- Senior leaders use PEF to employ additional members of staff and to provide targeted literacy, numeracy and health and wellbeing support for identified children. Senior leaders and staff monitor effectively the impact of these interventions. They understand which interventions are having a positive impact on improving children's readiness to learn, and which are helping to reduce the poverty related attainment gap. As a result, the majority of children who receive targeted support are making accelerated progress in aspects of their learning.

Explanation of terms of quantity

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

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

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

On behalf of His Majesty's Chief Inspector of Education in Scotland.