

Summarised inspection findings

Park Primary School

Clackmannanshire Council

4 November 2025

Key contextual information

Park Primary School is a non-denominational school in Clackmannanshire. It serves the south-east of Alloa. At the time of inspection, the school roll was 305 children across fifteen classes. In addition, there is a school based flexible learning space, Orchard, which supports a few children who requires additional support. The headteacher has been in post for six years. She is supported by a depute headteacher and six principal teachers.

Of the school roll, 37.4% of children have an identified need requiring additional support and 44.3% of children are entitled to free school meals. The majority of children, 68.1%, live in Scottish Index of Multiple Deprivation (SIMD) decile 1.

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

- Senior leaders have very positive relationships with children, staff, parents and school partners. They provide strong, effective leadership underpinned by their encouraging and calm approach. Together with staff and partners, senior leaders have worked very well to develop an aspirational, collaborative and supportive culture across the school. Principal teachers provide very effective support for senior leaders to sustain school improvement. All staff work well together as a team and have a very strong understanding of the school's socio-economic context. They know their children, their needs and their backgrounds very well. Staff are very proud of their school, and almost all demonstrate a strong reflective approach in their drive to improve outcomes for children.
- Staff and children have built an effective and welcoming ethos across the school. They demonstrate well the 'PARK' values of perseverance, ambition, respect and kindness in their actions and interactions. Almost all staff support children very effectively to explore the values frequently and meaningfully. This includes during lessons, in assemblies and as part of the school awards system. Almost all children describe and demonstrate the school values and understand their relevance to learning and life. As part of their work to promote children's rights, the P6 Rights Ambassadors consulted with all pupils to identify the core rights as part of the Park Primary School Charter. These core rights are now included, alongside the values, on the Star Pupil Certificates and help all children to create and agree their individual class charters.
- Senior leaders worked well with staff to develop a relevant and purposeful school improvement plan (SIP) in line with local authority and national priorities. They use data from a range of self-evaluation activities well to identify improvement priorities. This ensures that there is a clear rationale for improvement in line with the context of the school. The SIP has a clear focus on raising attainment, improving learning and teaching and a sustained commitment to improving children's wellbeing. Senior leaders should now consider how they can develop smarter targets for the key priorities within all improvement plans. This should

provide a clear understanding of what approaches are having the most impact on improving outcomes for children.

- The headteacher has empowered staff effectively at all levels to lead change. The principal teachers provide effective pastoral support for children in their year groups. Teachers have welcomed this additional support and mentoring from middle leaders to help them meet the needs of their children. Principal teachers also lead aspects of school improvement and develop improvement plans, for their areas of responsibility. This work is having a positive impact for staff and children in a number of areas. These include supporting the effective use of digital literacy to support children's learning and developing inclusive communication approaches across the school. Almost all teachers are engaged in leading or supporting school improvement activities. Teachers have led effectively the development and implementation of the 'High Quality Lesson Framework'. This is already having a positive impact in creating a clear and consistent lesson structure. This framework has the potential to support and sustain improvement in learning and teaching, through identifying practice for sharing and key areas for professional learning. Senior leaders should now maintain a careful, strategic overview of the wide range of improvement activity across the school. This should ensure a sustained focus on key priorities, such as attainment in numeracy, and that the pace of change is managed effectively.
- The headteacher has created a clear quality assurance calendar which outlines activities to monitor the effectiveness of the work of the school across the year. Quality assurance activities include classroom observations, reviewing children's work and monitoring school improvement priorities. This supports the clear connections between self-evaluation, school improvement planning and professional learning.
- Senior leaders support all teachers well to engage meaningfully with annual professional reviews. They respond positively to teachers' professional interests and support them to undertake development priorities linked to these areas. They ensure that professional reviews and agreed staff development plans consider school improvement priorities. This allows them to plan professional learning accordingly.
- Most children across the school have a wide range of leadership roles and responsibilities as members of pupil groups. These include the Eco, UNCRC and Sports Committees, Junior Road Safety Officers and Reading Ambassadors. Most children feel their views are listened to and acted on. They are confident to share their ideas with staff. Older children have the opportunity to become house captains, vice captains and buddies. Children articulate well how these leadership opportunities develop their confidence and decision-making skills. They are proud of their roles and enjoy the additional responsibilities, such as planning and leading assemblies and distributing pupil achievement awards. Senior leaders, as planned, should continue to increase leadership roles for children at all stages and develop the use of "How Good is OUR School?" with pupil voice groups to support school self-evaluation. This will help children have a greater role in influencing, evaluating and leading school improvement.
- Senior leaders plan for and allocate Pupil Equity Fund (PEF) to provide support for children with gaps in their learning across the school. They should now target more specifically this funding and monitor more closely their strategic plan. This should help close gaps in children's attainment resulting from economic disadvantage. Staff involve parents fully in determining how PEF is used to help address the poverty related attainment gap.

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

- Staff and children have developed very welcoming and nurturing learning environments across the school. Almost all children are polite, well-mannered and demonstrate kindness and care towards their peers. Most children are well-behaved and engage positively in their learning. The values of PARK are understood by almost all children and are used throughout lessons.
- Staff and children promote positive relationships actively that are built on respect. Children benefit from secure trusting relationships with adults. A few children demonstrate dysregulated behaviour. Staff support children very well to regulate their emotions using a range of strategies, including nurturing spaces within and out with the classroom.
- Senior leaders and staff have created a shared standard of a 'high-quality lesson'. Most lessons follow this model developing consistency in learning and teaching. Staff support children who require additional support with their learning well using a range of discrete approaches. The pace of learning in a minority of lessons is too slow which impacts on children's level of engagement. Teachers should now work together to ensure there is appropriate pace in all lessons. This should help enhance children's purposeful engagement in their learning. In a majority of lessons children are challenged appropriately in their learning. Teachers would benefit from planning learning with clear differentiation and appropriate challenge for all children. Recent work on the development of writing is beginning to have a positive impact on children's writing progress. As planned, staff should continue this consistent approach to improve overall writing attainment.
- In most lessons, teachers' explanations are clear. Most teachers share the purpose of the lessons effectively resulting in children gaining an understanding of what they need to do to be successful. Teachers should continue to embed this across all classes to develop further children's understanding of learning. In the majority of lessons, teachers use questioning effectively to elicit understanding. They refer to prior learning to help children make links across learning. In a few lessons, children talk about their strengths and next steps as learners. Teachers should continue to develop a shared language of learning across the school to help children understand themselves better as learners. This should help children to identify what they need to do to improve. Teachers should also consider how more creative approaches to learning and teaching could provide children with increased opportunities for creativity and leadership of their learning.
- Across the school, support staff are deployed effectively and provide helpful assistance to individual children and groups. This is supporting children to remain on task and engage positively with learning experiences. Staff in the Orchard provide well planned support for children who benefit from an adapted curriculum and an alternative learning environment.

- Staff are developing their approaches to play pedagogy. Teachers should consider further how they will plan and deliver quality experiences where children learn through play. Staff should continue to ensure high-quality use of space, experiences and interactions which promote effective play pedagogy.
- Most teachers make effective use of interactive whiteboards as a teaching tool. Children have opportunities to use digital devices, and most do so with skill and confidence. Children reinforce their learning using a variety of apps and shared documents online. Most children are motivated by the use of digital technology to enhance learning. As planned, staff should develop digital profiles which allow children to demonstrate and discuss their progress in learning.
- Senior leaders implement a range of appropriate systems and processes to support teacher's professional judgements in literacy and numeracy. Most teachers use a consistent approach to assessing children's learning across the school. In the majority of classes, planned learning does not link accurately to children's assessment information. As a result, children's activities are not always set at the correct level of challenge. The pace of learning is too slow in both literacy and numeracy. There is a need to improve further the reliability of teacher's professional judgements and ensure that assessment data informs appropriate next steps in learning for all children.
- Most teachers plan well children's literacy and numeracy learning experiences using progression pathways that support continuity of learning from P1 to P7. The progression pathways link very well to the national Benchmarks and experiences and outcomes. Teachers monitor children's progress closely through peer moderation and progress meetings with senior leaders. Teacher's moderate standards with their peers in school and there are a few examples of moderation activities with associated primary schools. Teachers need to develop further their knowledge of national standards in numeracy.
- Most teachers plan well across the curriculum, where children experience personalisation and choice contributing their ideas about what they will learn. Staff plan whole class lessons that incorporate literacy and, to a lesser extent, numeracy. To improve outcomes, staff should revisit planning approaches in literacy and numeracy. This will help ensure children consistently experience high-quality opportunities to apply their skills across a range of meaningful contexts.
- The majority of teachers provide helpful oral feedback to children on an ongoing basis. This is helping children to understand their next steps in learning. Teachers need to help children understand better what they are doing well and what they need to do to improve.
- Senior leaders lead termly progress and planning meetings with teachers at each stage to track and monitor children's attainment, progress and achievements. These meetings allow teachers and senior staff to agree and implement appropriate interventions for individuals and groups of pupils. Senior leaders should continue to build upon these discussions to ensure teachers provide appropriately challenging learning for all children, at all stages.

2.2 Curriculum: Learning pathways

- All teachers plan effectively using school and local authority developed progression frameworks for literacy, numeracy, digital technology, health and wellbeing, expressive arts and religious education. They work closely with colleagues and senior leaders to develop and review short-, medium- and long-term plans linked to Curriculum for Excellence (CfE) experiences and outcomes. This supports children well to build on prior learning. Senior staff should continue with their plans to include high-quality opportunities for applying literacy and numeracy skills in subject and interdisciplinary frameworks. This will help children understand and develop the skills that help them become successful learners and responsible citizens.
- Teachers have developed carefully planned interdisciplinary (IDL) frameworks that enable children to influence and personalise aspects of their learning. These include learning about Scotland and the local environment, conflict, science technology engineering and mathematics (STEM), sustainability, global citizenship and developing the young workforce (DYW). Children are able to choose the themes or contexts they find most relevant and interesting for the planned IDL.
- Staff recognise the importance of children learning outdoors to support the development of skills for learning, life and work. Teachers should continue to develop and implement the outdoor learning planning framework. This should support children to develop their sense of wellbeing, promote resilience and apply their problem-solving and teamworking skills in new contexts.
- Children are supported well when moving from P7 into secondary school. Additional, enhanced support is in place for those children who need it as they transition to secondary school. Within the school, most teachers share relevant information and evidence about children's progress, wellbeing and individual needs as they move from one stage to the next. There is a need to ensure that these inform lesson planning effectively in literacy and numeracy.
- All children receive two hours of high-quality physical education (PE) each week, using indoor and outdoor spaces as appropriate. The specialist PE teachers know their children very well and plan progressive, challenging learning for all classes.
- Children across the school receive regular religious education through an IDL approach. This impacts positively on their knowledge of Christianity and other world religions. In languages, children learn French from P1 to P7 and Spanish from P5 to P7. Children learn about language and culture as a part of a well-planned progressive pathway in modern languages.
- The school has a well-used library with a wide range of texts covering different genres. These support children's reading skills and encourage reading for enjoyment. This is enhanced by the school's strong partnership with the local community library.

2.7 Partnerships: Impact on learners – parental engagement

- Parents speak positively about the school community. They appreciate the regularity of communication through an online app, termly newsletters and end of year report cards. Almost all parents are active members on the school app and report it is an effective communication tool to support learning conversations at home. Parents value the opportunity to attend parents' nights, school events and meet the teacher days. Most parents say they receive helpful, regular feedback about how their child is learning and developing. Most parents say they are comfortable approaching the school with questions or concerns.
- Staff provide experiences for families to be involved in their child's learning. This includes sharing the learning events, wellbeing walks, P7 Burns Supper and P1 Rugby tots. The majority of parents feel that they are provided with activities where they can learn together with their child. A next step for senior leaders would be to consult with parents on further meaningful family learning opportunities.
- Senior leaders recognise that the active Parent Council is a small representation of the parent body. The Parent Council support school events including discos, fundraisers and the very successful Christmas dinner initiative for targeted families. They engage successfully with families through various social media platforms. Senior leaders should continue to encourage more parents to be involved in the Parent Council.
- Senior leaders share school priorities, new school policies and surveys with the wider parent body. They identify that engagement is relatively low. Senior leaders should continue to explore creative ways to involve parents in opportunities for consultation and planning for improvement.

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 across the school community create a nurturing and warm environment that supports well children's learning and wellbeing. They build strong, trusting relationships by knowing the children very well and responding to their individual needs. Through daily interactions, staff and children model the school's values of perseverance, respect and kindness. This contributes to almost all children engaging positively in their learning and feeling safe and supported.
- All staff play an influential role in supporting the wellbeing of children across the school, including those in the Orchard. Staff demonstrate a deep understanding of the school's context and local community, including the challenges faced by children and families. Most parents feel that staff treat their child fairly and with respect. They speak positively about the nurturing learning environments within the school and feel staff know their child very well. As a result, children feel valued and secure, and demonstrate a strong sense of belonging and pride in their school.
- Staff have a consistent understanding of, and approach to, improving children's sense of wellbeing. All staff have engaged in high-quality professional learning focused on attachment, trauma-informed practice, nurture and emotional literacy. Staff apply this knowledge effectively to understand the factors influencing children's wellbeing and readiness to learn and use it well to support children across the school.
- Children and staff use a shared language of wellbeing. Children benefit from a well-planned progressive health and wellbeing curriculum. Most talk confidently about the wellbeing indicators and show a good understanding of how to stay safe, healthy and active. Senior leaders are at the early stage of using a new wellbeing tracking system. This has the potential to monitor more effectively the wellbeing of all children and plan interventions more strategically.
- Children are supported well by a range of universal wellbeing approaches. Safe spaces, emotional check ins and 'my5' are regular strategies that are used within classrooms. Staff use these approaches effectively to support children to share their emotions, self-regulate and know who to speak to if they are worried or upset.
- Senior leaders and staff use a staged intervention approach successfully to identify children requiring support. They plan support for children effectively using assessment and action plans. Staff identify children who require additional support for their learning or wellbeing through progress meetings and staged intervention meetings. Interventions are put in place to support the wellbeing needs of identified children. This includes music therapy, sport interventions, bereavement support and social/emotional support. These individual or small

group interventions are improving engagement, attendance, readiness to learn and self-regulation for some children. For example, music therapy has resulted in children feeling more relaxed, more engaged in learning and happy in class. Senior leaders track all the interventions that children are involved in. A next step for senior leaders would be to measure the impact of all interventions robustly to ensure they are having the intended positive impact.

- Staff demonstrate a good understanding of their statutory responsibilities in supporting children's wellbeing, in line with Getting it Right for Every Child (GIRFEC) principles. Teachers are aware of their roles and are proactive in supporting all children. Senior leaders have detailed plans with comprehensive supports in place for children who require additional support. These wellbeing plans are reviewed regularly, and reflect the views of families, with a child-centred approach. Senior leaders should continue to find creative ways to capture the voice of children in the planning process. Teachers use these profiles to support children with their individualised learning targets. Senior leaders now need to ensure that all targets within these plans are specific and measurable, to strengthen further planning and improving outcomes for individual children.
- The Orchard provides a flexible and nurturing learning environment for a few children who require additional support with their wellbeing and learning. Staff plan tasks and activities well to meet the needs of most children. Senior leaders and Orchard staff should now strengthen the review process for children's plans. This should include increased opportunities for a few children to engage in more learning and teaching within their mainstream class. This will help children feel more included and should support improvements to their attainment.
- Staff work very closely with a range of partners to offer well-planned wellbeing interventions for individual and groups of children. All partners speak very positively about their relationship with staff and children. Partnership working with counsellors, educational psychology, inclusion support services and speech and language services are ensuring that children are accessing the correct support to improve wellbeing outcomes.
- 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. A few areas for improvement have been agreed with the school.
- Staff support children who face barriers to their learning well. This includes children who are care experienced and children for whom English is an additional language (EAL). Children are supported well in class by the class teacher and support staff. Senior leaders track and monitor their progress and wellbeing closely. The majority of care experienced and EAL children are achieving in line with national expectations in literacy and less than half are achieving expectations in numeracy. As planned, senior leaders should continue to raise awareness across the school of what it means to be a young carer. This will ensure young carers are identified and supported appropriately.
- Supporting inclusion and equality lies at the heart of the school's work. This is underpinned by a shared understanding across the school of children's rights, communication friendly classrooms and emotional literacy. The school has received local and national awards for their commitment to embedding this practice in all three areas. Children benefit from a

consistent approach to communication, including common visual aids, which supports almost all children to access learning.

- Children develop their knowledge and understanding of discrimination, racism, equality and diversity through the health and wellbeing curriculum. Children also have a good understanding of United Nations Convention on the Rights of the Child (UNCRC) and what that means for them and their learning. This helps children understand and respect others and promotes an inclusive school community. Staff should continue to embed this work further and make more explicit reference to rights within lessons when appropriate.
- Senior leaders and staff plan and deliver events throughout the school year that celebrate diversity. This includes Neurodiversity Week, Autism Awareness and Mental Health Week. These experiences help children develop empathy and a better understanding of how others learn and experience the world. Senior leaders should now extend their diversity work through, for example, promoting whole-school multi-faith celebrations. This will enable all children to share and celebrate their own cultures, fostering further the inclusive ethos within the school.

3.2 Raising attainment and achievement

satisfactory

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

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

Attainment in literacy and numeracy

- Overall attainment in literacy and English and numeracy and mathematics is satisfactory. The majority of children achieve appropriate CfE levels. Across the school, the majority of children are capable of achieving more in their learning.
- Most children who require additional support with their learning make appropriate progress towards their individual targets in literacy and numeracy. They make satisfactory progress within CfE levels.

Attainment in literacy and English

- Overall, the majority of children are making satisfactory progress in literacy and English. Across the school, most children are making satisfactory progress in listening and talking. The majority of children are making satisfactory progress in reading and writing.

Listening and talking

- Most children who have recently achieved early level listen appropriately to each other and take turns to contribute ideas to conversations. They share their ideas confidently when working as a group with the teacher. At first level, most children express themselves well to communicate their thoughts. Most children talk confidently about their ideas and preferences when discussing books. At second level, most children build appropriately on the contribution of others and show respect for the viewpoint of others. They identify the difference between fact and opinion with appropriate explanation. Children now need to apply their listening and talking skills more sufficiently to a range of audiences across the curriculum.

Reading

- At early level, the majority of children use their knowledge of sounds and letters to decode words with increasing accuracy. They talk with confidence about books they are reading and identify the author, title, cover and blurb of a book. At first level, most children read aloud fluently and use expression. They identify literal questions confidently and can identify the main ideas in a text. At second level children have developed clear preferences for the books they read for pleasure. The majority of children read fluently with appropriate expression. They are confident in recognising and explaining the key features of a text. Across the school they are not yet confident talking about the skills they are developing in their reading.

Writing

- At early level, the majority of children are beginning to write independently using known common words. The majority of children form most letters legibly. A few children would benefit from earlier opportunities to develop their writing skills, beyond drawing. At first level, the majority of children use connectives and common sentence openers to suit the context. At second level, the majority of children are becoming more confident writing across a variety of

genres for different purposes. Children use language effectively in their writing to persuade the reader. Strategies to improve writing attainment are gradually having an impact and should be continued. Across the school, children will benefit from further practice and support to improve their handwriting and standards of presentation in their written work.

Attainment in numeracy and mathematics

- Overall, the majority of children are making satisfactory progress in numeracy and mathematics. In numeracy, children are making positive progress in explaining their mathematical thinking, they are enthusiastic about learning numeracy and work independently and collaboratively. The majority of children link their numeracy to real life contexts; however, the pace of learning is too slow. A majority of children are not secure in their learning or able to apply their numeracy and mathematical concepts across the curriculum or in a range of real-life contexts.

Number, money and measure

- Children at early level count to five using one to one correspondence. A few children recognise and use concrete materials to show simple additions to five. At first level the minority of children solve missing number problems where the total is less than 20. They order two-digit numbers accurately. They are less confident at matching times on digital and analogue clocks. At second level a minority of children use correct operations to solve a simple problem, including multiplication or division with simple numbers. The majority solve simple multistep word problems. A few solve problems involving a fraction of a fraction and can calculate a percentage of a given value. The majority of children use concrete materials well to demonstrate their understanding of concepts. They are less able to demonstrate mental agility at the appropriate level.

Shape, position and movement

- Children who have achieved early level recognise two-dimensional (2D) shapes and use the language of position and direction confidently. At first level and second level the majority of children identify simple 2D shapes appropriate to their age and stage. They could not name or identify more complex 2D shapes or the properties of three-dimensional objects. Across first and second level, a few children knew the compass points and could name a right angle. The majority of children could not identify appropriate directional language.

Information handling

- Children at early and first level are at the early stages of collecting and displaying information on a range of graphs. At first level a minority of children can interpret bar graphs to find the total of all categories. Most children who have achieved second level describe how to collect and display information on bar graphs. At second level most children are not yet applying more complex information handling skills using technology.

Attainment over time

- Overall, attainment over time in numeracy is satisfactory. In listening, talking and reading, attainment over time is good, in writing it is satisfactory. Targeted support for a few children show their attainment is beginning to improve. The whole school approach to writing is beginning to show improvements in attainment. The strategic approach to improve numeracy and mathematics pedagogy across the school needs to improve.
- Teachers assess children on an ongoing basis to show their progress. Senior leaders are at the early stages of implementing new approaches to evidence rigorously children's progress over time in literacy, numeracy and across the curriculum. Transition data as classes move through the school is not yet being analysed fully to provide a clear overview of children's progress.

- Attendance has been declining from 2020/21 to 2023/24 and has remained under the national average. The school data for 2024/25 is 91.9% which is an increase from previous years. Senior leaders track the attendance of all children and through monthly meetings monitor trends, patterns or declines in attendance. They have identified correctly a cohort of children where attendance is lower than expected and have put strategies in place to support improvement. This includes the introduction of a designated member of staff who supports children and families to improve attendance. A universal approach to improving attendance includes the walking school bus. This has improved attendance for specific children.

Overall quality of learners' achievements

- Children demonstrate confidence and responsibility in their leadership roles across the school. For example, the house captains are highly articulate and confidently share events and activities they have developed in their school. Children demonstrate effective communication and leadership skills when presenting at assembly to their peers. Staff have identified the need to develop a progressive approach to meta skills development across the school. This can support children to understand and articulate better the skills they are developing.
- All staff value and celebrate children's achievements in and beyond the school. Children are encouraged to participate in a wide range of sporting events and set personal goals to achieve the four capacities. Children volunteer in and out of school. They share individual milestones and life-skills in class, at assemblies and through displays. Achievements in and out of school are tracked and activities planned to ensure no child misses out. Senior leaders and staff are working towards the renewal of a national sports award. Staff should continue to develop participation in accredited awards. This will further enhance children's achievements and provide recognition for a broader range of skills and learning.

Equity for all learners

- Senior leaders use a range of data well to plan the use of PEF to support children who face barriers to their learning. This includes projects that support children's wellbeing and participation, as well as targeted interventions to accelerate children's progress in literacy and numeracy. For example, the majority of children in the outdoor learning group made progress in their writing. Senior leaders should continue to monitor regularly the impact of interventions on attainment and the progress of children. This should help staff make informed decisions about appropriate next steps for individuals and cohorts of children to accelerate progress further.
- A member of support staff works very closely with specific families to offer support and guidance. This includes home visits, in school meetings, a morning walking bus, family support and signposting to agencies. These supports have made positive impacts on individuals' attendance, engagement and wellbeing.
- All staff work well to identify areas to reduce the cost of the school day. They work with a local charity to provide uniform and PE kit for children who require it. At Halloween and Christmas, costumes and jumpers are added to the uniform exchange. Senior leaders use PEF, where appropriate to provide transport to allow all children to experience events and trips. This ensures financial constraints do not prevent children from taking part in all aspects of school life. Staff who provide family support is an invaluable resource for the school. They ensure that all children and families receive discreet support as they require.

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.