

Summarised inspection findings

St Gabriel's RC Primary School

East Lothian Council

16 June 2026

Key contextual information

St Gabriel’s RC Primary School is a denominational primary school located in the town of Prestonpans in East Lothian. The school roll is 121 children organised across six classes. A minority of children live in Scottish Index of Multiple Deprivation (SIMD) deciles 3 to 5. A further minority of children reside in SIMD deciles 8 and 9. The acting headteacher reports approximately 30% of children require additional support with their learning. Just under 10% of children have English as an additional language.

Over the last two years, the school has experienced instability in leadership for a variety of reasons. In addition, there have been a number of other staffing changes. The acting headteacher has been in post since August 2025. They are supported by an acting principal teacher who has been in post since March 2026.

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

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

- Since assuming the post in August 2025, the acting headteacher has provided effective, strong and caring leadership. She has led the school very well following a period of significant change. She is aspirational for all children and has a clear, ambitious vision for the school. She is leading and managing the direction and pace of change successfully. The acting headteacher’s enthusiasm and determination are motivating and empowering staff and the wider school community to improve outcomes for children. As planned, with the new acting principal teacher now in post, senior leaders should develop clear remits, taking effective account of their strengths and skills. This should support continued effective leadership of areas for improvement.
- The school’s values of faith, love and hope are well understood by children at all stages. Staff, children, and parents believe these are relevant and reflect their aspirations and the Catholic ethos of the school. The acting headteacher and staff have identified rightly the need to review and refresh the school’s curriculum to better reflect the school values. This important work should help all staff plan children’s learning, taking into account the unique features of the

school, its location and context. This work should be developed in consultation with children, parents and partners within the school community.

- Most children, parents and staff believe the school is well led and speak very positively about the recent changes implemented by the acting headteacher and staff. Children, parents and staff appreciate the acting headteacher's visibility and approachability. She has developed positive relationships with parents, children and staff. The acting headteacher uses these relationships effectively to build a shared understanding of the school's strengths and priorities for improvement.
- The acting headteacher has an appropriate school improvement plan in place, which reflects the priorities identified through the local authority school review last session. The plan outlines priorities, actions and timeframes to secure improvement. The current school improvement plan includes a focus on improving the climate for learning across the school, improving the quality of learning and teaching and raising attainment in writing. The acting headteacher and staff have made a positive impact in developing these areas. She has worked effectively with children and staff to improve positive relationships, behaviours and high expectations. To support staff appropriately, the acting headteacher provided purposeful professional learning focused on improving inclusive classroom environments. As a result, the learning environments are now better arranged to meet the needs of most children. As future improvement work progresses, senior leaders should develop rigorous self-evaluation processes to evaluate the work of the school. They should ensure that priorities are identified through ongoing, focused evaluation of the school's needs. This should help ensure staff concentrate on priorities which will have the greatest impact on improving outcomes for children. This work should continue to be taken forward at pace.
- The acting headteacher consults with children regularly in a variety of ways, including through surveys and focus groups. She uses this information well to inform school improvement, for example, the introduction of 'pupil power' learning conversations with children across the school. These are used to gather children views about their learning and the wider life of the school. Children speak positively about their increased involvement in decision-making and influencing improvement.
- Parents are increasingly influencing improvement and change within the school. The newly formed Parent Council is supporting well the acting headteacher to more fully involve parents in discussions and decision-making about school improvement. The headteacher discusses with the Parent Council how she uses Pupil Equity Funding (PEF) to support children who may be impacted by poverty. She recognises the need to build on this and consult regularly with parents, children and staff on how PEF is used to close the poverty related attainment gap.
- The acting headteacher undertakes a range of quality assurance activities to evaluate the quality of learning and teaching. These include observing learning, planning discussions and moderation activities. The acting headteacher provides helpful feedback for teachers to improve their practice. As planned, senior leaders should further develop quality assurance processes to ensure activities are helping staff to evaluate more accurately the quality of learning and teaching across the school. This should support them to develop a shared understanding of high-quality learning for all children and embed effective approaches consistently across the team.

- All staff now engage with professional review and development activities. This is helping teachers and support staff to reflect on the next steps in their professional learning. The acting headteacher, supported by the local authority pedagogy team, ensures staff have access to high-quality collegiate activity to support school improvement. These include areas such as emotional regulation, differentiation, and moderation.
- The acting headteacher promotes leadership at all levels. She supports and encourages staff to lead meaningful change across the school. As a result, almost all teachers are members of a working group, leading on key areas for improvement. A few teachers are carrying out professional enquiries to improve children's learning experiences, including play-based learning, numeracy teaching and target setting. These approaches are impacting positively upon children. Children speak enthusiastically of how the 'glow and grow' profiling tool is helping them to set and achieve personal goals in their learning. As intended, senior leaders should continue to foster this positive culture of change and improvement at all levels.
- All P7 children have a leadership responsibility including, house and vice captains, Junior Road Safety Officers, library assistants and buddies for younger children. They take pride in these roles and value being a role model for and supporting younger children. These approaches are helping children develop leadership skills and make a positive contribution to their sense of achievement. The pupil council, which has representation of children from every stage in school are contributing to positive change within the school, for example, pupil council members are working well with staff to improve their play times. They have consulted with peers on how play times could be made better. This resulted in them ordering new playground equipment. Across the school, children talk positively about how this has helped improve break and lunch times. This process is strengthening children's sense of voice and involvement in school improvement. Senior leaders and staff should build on this practice and include more children in leadership opportunities. They should support children to create action plans for their work. These plans should contain clear, measurable targets and measures of success. This should help children see better how their views matter and that they are making meaningful contributions to school improvement.

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

- The acting headteacher and staff have created a caring, supportive ethos underpinned by the school values. They have worked together successfully to establish calm and purposeful learning environments, which are helping most children to focus on their learning. Most teachers use displays effectively to highlight helpful learning strategies and celebrate children's learning and achievements. Staff should continue to adapt learning environments to improve children's experiences, including extending opportunities for children to learn outdoors more regularly. This should help to broaden learning experiences, enhance engagement, and better meet the needs of all children.
- Across the school, children work in different ways, including independently, in pairs and small groups. However, in the majority of lessons, children's learning is overly teacher led, the pace is slow and too much time is allocated to teachers' explanations. This impacts negatively on children's engagement and motivation. As a result, a minority of children become disengaged during these lessons. Teachers should now focus on gaining the right balance between direct teaching and children engaging in active learning. Children need more frequent opportunities to make choices, lead aspects of their learning and take greater ownership of tasks.
- In most lessons, teachers provide clear explanations and instructions. They share the purpose of learning effectively with children and explain clearly what children need to do to be successful in their learning. In a few lessons, teachers identify and agree the measures of success together with children. In most lessons, teachers use questioning well to check for understanding. Teachers should now develop and use a wider range of questions, including those which help children to develop higher-order thinking skills.
- In a minority of lessons, most children experience learning that is well matched to their needs. In these lessons, children benefit from appropriate levels of challenge and support, helping them to make better progress. Going forward, it is important that senior leaders work with staff to develop a shared understanding of what highly effective learning and teaching looks like. This should help ensure that learning experiences and tasks across the curriculum better meet the needs of all children, supporting them to make the best possible progress in their learning.
- Across the school, teachers and support staff offer children regular verbal praise and encouragement. This helps children to feel confident and supports motivation. In a few lessons, children are developing skills and confidence in assessing their own learning and that of their

peers, particularly in writing. This is beginning to help children to better understand their progress and know what to do next to improve. The quality of written feedback is variable. It is strongest in children's writing jotters, as a result of recent professional learning. Teachers should now build on this practice to provide high-quality feedback across all curricular areas. This should help children to understand better their strengths and how to progress in their learning.

- In most lesson, teachers use interactive whiteboards well as a teaching tool to display instructions and to present information to children. Younger children enjoy using programmable toys to explore position and movement in their play. A few children are supported to use Artificial Intelligence software to illustrate their stories. This is having a positive impact on motivating them to write. Older children use digital devices appropriately to carry out research that supports learning across the curriculum. They also use word-processing tools for written work and a range of software to create presentations. A few children explore and use digital technologies that help to reduce barriers to learning, this includes software to help them read and create texts. Going forward, teachers need to develop children's skills in digital literacy in a structured and planned way through a range of contexts. This should support children more effectively to build on their skills as they move through the school.
- Teachers are at the early stages are developing approaches to play for younger children. They have engaged positively in professional learning, which has supported improvements in the quality of provision and play experiences. This is helping to improve children's engagement in their learning. Children enjoy leading their own play and talk with confidence about their ideas and experiences. Senior leaders and teachers should continue to engage with national guidance and discuss practice with colleagues from other schools. This should support them to consider further how learning through play can support and extend children's learning across the curriculum.
- Approaches to assessment are not yet consistent across the school. Teachers use a range of approaches to assess children's progress in literacy and numeracy and mathematics. This includes Scottish National Standardised Assessments and ongoing assessments. In line with planned improvements, senior leaders should work with teachers to create a calendar of assessments. This should help all teachers to be clear as to the key assessments needed at each stage and when these should be done. It is important teachers analyse robustly standardised assessment information to identify gaps in children's learning. This should support them to plan better learning that is that is appropriately challenging for all children.
- The acting headteacher and staff are developing a consistent approach to planning. Most teachers now use the newly developed whole-school online planning system. Teachers and senior leaders now need to work together to ensure planning provides appropriate pace, progression and challenge within and across Curriculum for Excellence (CfE) levels. Most teachers evaluate blocks of learning on a termly basis. Teachers should ensure these evaluations are based on robust assessment information. This should inform better next steps in children's learning.
- Teachers engage well with in-school and cluster moderation activities. Through moderation activities with one another and engaging in professional learning, teachers are increasing their understanding of the national Benchmarks and expected standards of achievement of a level.

Staff should continue to engage in a range of moderation activities. This should help develop further a shared understanding of children's progress within and across CfE levels.

- The acting headteacher has recently revised the termly progress and attainment meetings. During these meetings teachers and the acting headteacher discuss children's attainment in literacy and numeracy. They identify children who are on track and those who require additional support with their learning. Staff find these meetings helpful and have more clarity around the gaps for identified cohorts of children. As a result, identified children benefit from well-planned interventions which are helping them to make progress in their learning. Senior leaders and staff should build on this practice. They should ensure that tracking and monitoring activities lead to improved outcomes for all children across all curricular areas.

2.2 Curriculum: Learning pathways

- All teachers have access to local authority frameworks to support planning children's learning across all curricular areas. These link to CfE experiences and outcomes and national Benchmarks. The acting headteacher and staff now need to work together to develop progressive, coherent and engaging pathways for all curricular areas, ensuring appropriate coverage across each course and stage. Staff should continue to collaborate regularly with colleagues from other stages to ensure increased rigour and consistency in the quality of planning across the curriculum.
- At all stages, children receive two hours of high-quality physical education each week, using indoor and outdoor spaces as appropriate. A minority also engage in additional regular physical activities in school, for example, multi-sports and running.
- All children from P1-P7 learn French progressively as they move through the school. Older children, do not yet experience a second modern language. As such, children are not yet receiving their full entitlement to learning modern languages, in line with national policy. Senior leaders should ensure that children at second level receive learning in an additional modern language.
- The context for learning approach allows children to experience learning which links a topic or theme across different subjects. In the most effective examples, teachers support children to personalise aspects of their learning well. Children influence what contexts or content they find most relevant and interesting, and teachers respond appropriately by planning the focus of the learning.
- Children benefit from strong links with their local library. They enjoy regular visits where they use library resources effectively. Children also have access to a school library as well as ones in classrooms. These are helping to promote a culture of reading for enjoyment across the school.

2.7 Partnerships: Impact on learners – parental engagement

- The acting headteacher and staff are working well to build and sustain positive relationships with children and families. Parents value the care and support their children receive from staff. As a result, most parents feel that their child is safe, respected and treated fairly.
- The majority of parents appreciate the improved communication from the school, including monthly updates and the new school website. Parents find the termly forecasts shared by teachers helpful, as these outline clearly the learning planned for the term ahead. They also welcome the regular opportunities to learn alongside their child during parental events. Teachers provide detailed information about individual children's progress during parents' meetings and through annual reports. A minority of parents would like to understand better how their child's progress is assessed.
- This session, the acting headteacher has supported parents effectively to establish a Parent Council. Previously, a social committee successfully organised a range of fundraising events over several years, which children and families continue to enjoy. The Parent Council builds well on the work of the former social committee and includes representation from parents in every class across the school. The Parent Council meets regularly with the acting headteacher to discuss the work of the school. They value the opportunity to share their views and contribute to school improvement. Most parents appreciate the positive impact of the Parent Council, including its ongoing work in raising funds to provide additional educational and social experiences for children.

2.1 Safeguarding

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

3.1 Ensuring wellbeing, equality and inclusion

satisfactory

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- The acting headteacher and staff build caring and nurturing relationships with children. Most children feel staff treat them with respect. They speak confidently about trusted adults they can approach with a worry or concerns, and how staff support them to understand and respect others. Most children are calm and settled in school and enjoy positive friendships with their peers. A minority of children are not confident that other children treat them with respect. Senior leaders and staff should continue to build on their work to promote and acknowledge positive respect within the school. This will strengthen relationships amongst children.
- Senior leaders have focused recent whole school improvement work on building positive relationships amongst children and between children and staff. Children value being consulted by senior leaders on the development of the school's positive relationship policy, including the '5 Steps to Support' positive behaviour. As a result of the ongoing work, most children are happy and feel safe at school. A minority of staff are not yet applying the '5 Steps to Support' consistently. As a next step, staff should continue to embed the school's positive relationship guidance across all classes.
- Across the school, most children behave well in school. Overall behaviour in the school has improved. Since the start of the year, there has been a significant reduction in the number of serious behavioural incidents. A few children require additional support to help them regulate their behaviour. Staff provide sensitive and timely support to children who need help to regulate their emotions. The majority of staff use helpful restorative strategies, including visual prompts, to support children's positive behaviour. Teachers have completed environmental audits to help create more inclusive learning spaces across the school. All classes now have calm corners where children are supported to self-regulate. A minority of teachers have regular emotional check-ins for children. Support staff also provide effective support for children in the classrooms, in the playground and in the nurture base and recently developed sensory spaces. This is supporting children to be calm, settled and ready to learn.
- Children recognise the importance of the school expectations 'ready, respectful and safe'. In all classes, teachers have worked with children to develop class charters based on the expectations and a developing awareness of children's rights. Staff should continue to seek opportunities for children to learn about their rights through curricular learning. This will support all children to develop a clear understanding of their rights and the relevance of them to their wellbeing and their place in the wider world.

- Children learn about topics related to health and wellbeing through class lessons and whole-school events. These include assemblies linked to anti-bullying week and a whole-school focus on regulating emotions. Across all classes, teachers display and refer to strategies for emotional regulation. This is beginning to support children to understand better their emotions, including what makes them feel upset, angry, happy or anxious. Children are starting to develop strategies to help them manage these feelings. In the majority of classes, there is evidence of termly planning for health and wellbeing. There is not yet a coherent and progressive health and wellbeing curriculum. As a result, children experience gaps in their learning, for example, in areas such as mental health, substance misuse and diversity. Senior leaders should now support staff to design and implement a progressive health and wellbeing curriculum which ensures appropriate, high-quality learning experiences for all stages. This should include planned opportunities for children to develop a clearer understanding of the wellbeing indicators and make informed decisions about their own wellbeing.
- Approaches to tracking and monitoring children's wellbeing are at an early stage of development. Senior leaders have begun to gather information through pupil wellbeing surveys, providing an initial overview of children's views and experiences. These approaches are not yet embedded or systematic, and so there is insufficient data to reliably inform strategic planning or targeted wellbeing priorities. As a result, staff are at the early stages of demonstrating clearly how they identify trends, measure impact or respond to emerging wellbeing needs. Senior leaders should continue to develop robust systems for gathering, tracking and analysing wellbeing data over time. This will support staff to identify more accurately areas of focus, evaluate the impact of interventions, and ensure that all children experience consistently high levels of wellbeing.
- A minority of children and parents feel that bullying is not always dealt with effectively. Senior leaders and teachers have delivered lessons and assemblies during anti-bullying week. It is important staff expand this work to ensure that they deliver anti-bullying work more consistently throughout the school. They need to work with the whole school community to develop a shared understanding and language around what bullying is and they will deal with it. This should increase children and parents' confidence in how staff in the school are addressing bullying effectively.
- Staff understand and carry out their responsibilities and statutory duties relating to wellbeing, equality and inclusion. They participate in relevant professional learning. Senior leaders and staff work closely with partners when creating personalised plans for children who require additional support for their learning and wellbeing. Where children work individually or in small groups for targeted interventions, this is impacting positively on their learning. However, across the school, a minority of children are not always supported effectively in class. Planned activities do not sufficiently match their individual needs, resulting in reduced engagement in their learning. Senior leaders should continue to work alongside teachers to strengthen the universal support offered in classes. This includes reviewing how teachers plan to meet the needs of all children effectively.
- Children benefit from effective and positive collaborative work with a range of partners. These include visiting teachers and local authority officers, a community development trust, other educational establishments as well as health and family services. The work of these partners contributes well to positive outcomes for children. These include improvements in

learning and teaching, positive transitions into and through the school, and increased attendance and engagement for a few children. A few partners deliver professional learning to staff, including strategies and approaches to developing pedagogy and methodologies to support individual learners. Partnership working contributes well to targeted support for children.

- Across the school, support staff work well with individuals and groups of children to assist their learning. Staff have a detailed knowledge of the needs of children across the school. Teachers work well with support staff to plan for targeted activities and interventions. This includes activities to develop children's literacy, numeracy and social and emotional skills. Senior leaders should continue to track and evaluate the impact of these interventions on children's learning and progress.
- Staff have developed a comprehensive and well-considered programme in place to support children in P7 to as they transition to secondary school. This includes visits to the school, activities with staff, and meeting new classmates. These events help to build children's confidence. Staff plan effective transition arrangements for children moving from nursery into P1. Children and families visit the school and join activities with staff and current pupils, including P6 children who will be buddies for the new P1 children. Children who require additional support benefit from an enhanced transition programme. This is helping families to build relationships with key staff and is supporting children to settle smoothly as they move into P1.
- Children develop an understanding of their faith and other world religions through a well-planned religious education programme. Staff provide regular opportunities for religious observance throughout the year, both within school and in partnership with the local parish, including regular attendance at Mass. These inclusive experiences support all children to deepen their knowledge of the world, reflect on their own values, and develop respect for the beliefs and values of others. It is important senior leaders and staff develop further children's knowledge of diversity and difference and how they can challenge discrimination. This should support all children to learn about the protected characteristics and have a deeper understanding of equality.

3.2 Raising attainment and achievement

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. Across the school, the majority of children achieve nationally expected CfE levels in literacy and numeracy. A minority of children, at all stages, with appropriate challenge in their learning are capable of making greater progress.
- The majority of children who require additional support with their learning make satisfactory progress towards their individual targets. A minority are making good progress in their learning.
- Teachers' professional judgements of achievement of a level in literacy and English and numeracy and mathematics are not yet robust. Senior leaders need to work with staff to strengthen their use of moderation, national Benchmarks and assessment to review children's attainment and progress. This should support them to ensure all attainment data gathered is accurate. As teachers become more confident in gathering and using robust data, this has the potential to help them increase attainment in literacy and numeracy.

Attainment in literacy and English

- Across the school, the majority of children are making satisfactory progress in literacy and English.

Listening and talking

- At early level, most children listen well to adults during whole class and group lessons. They take turns when speaking and ask and answer questions of one another with increasing confidence. At first level, the majority of children engage positively in group discussions, building on the ideas of others appropriately. A minority of children require support to listen to and respect the views of others. At second level, the majority of children express their views clearly and confidently. They discuss topics in groups and share their ideas and opinions appropriately. They would benefit from regular opportunities to present to a range of audiences. Across the school, children should be taught explicitly the skills required for effective listening and talking to support improvements in this area.

Reading

- At early level, most children are developing well their knowledge of sounds to read familiar words and simple sentences. The majority of children use sight vocabulary and tricky words to

read familiar words in context. They answer simple questions well about a familiar story. They are less confident in knowing the role of the author and illustrator. At first level, the majority of children share confidently their preferences for particular texts and authors. They identify the main ideas in a story and answer literal questions about the character and setting. They now need to build their skills in asking and answering inferential and evaluative questions. When reading aloud, they are beginning to add expression, using punctuation to support this. At second level the majority of children relate the writer's theme well to their own experiences. They identify confidently a few features of language the author has used to engage the reader, such as punctuation and vocabulary. They need to develop their knowledge of the features of non-fiction texts.

Writing

- At early level, the majority of children use their knowledge of sounds well to spell unfamiliar words. They write simple sentences with increasing accuracy with adult support. A minority of children write their own sentences independently. All children need more opportunities to write for enjoyment, and to write about their own experiences and feelings. This should increase their independence to make attempts at writing words and sentences in class work and in their play. At first and second levels, the focus on tools for writing is impacting positively on children's writing skills. At first level, the majority of children start their sentences in different ways and use a range of conjunctions correctly to join sentences. They write recount texts successfully using their own experiences and their topic-based learning. They are not yet clear about the features of a range of text types. At second level, the majority of children organise information appropriately to create a report. They consider well the language they would use to present arguments to persuade their reader. At all stages, children would benefit from more regular opportunities to create texts in a variety of genre. Across the school, children require further 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. At all stages, there are gaps in children's knowledge of numeracy concepts and skills.

Number, money and measure

- At early level, most children read, count and order successfully numbers to 20. They are developing confidence in adding and subtracting within 10. They are not yet confident in recognising all coins to £2. At first level, the majority of children round numbers well to the nearest 10 or 100. They are not yet confident adding and subtracting three digits numbers. They tell the time accurately using half past, quarter past and quarter to using analogue clocks. They require support to apply strategies to determine multiplication and division facts. At second level the majority of children have a sound understanding of place value and order whole numbers to 1,000,000 confidently. They calculate profit and loss with accuracy and explain different ways to pay for goods, such as with debit and credit cards. They are not yet confident in calculating the area and perimeter of two-dimensional (2D) shapes. The majority of children require greater experience of converting between common units of measurement using decimal notation.

Shape, position and movement

- At early level, the majority of children identify well simple 2D shapes. They are less confident in naming three-dimensional (3D) objects and their properties. They understand and use correctly the language of position and direction, including in front, behind, above and below. At first level, the majority of children know compass points. They require further practise using them. The majority of children identify successfully a range of 2D shapes and 3D objects. They require support to describing them using appropriate mathematical vocabulary. They are not yet confident at finding right angles in the environment and in well-known 2D shapes. At second level, the majority of children identify correctly lines of symmetry on a wide range of 2D shapes. They are not yet confident at identifying a range of angles including acute, right, obtuse and reflex angles. They require greater experience of describing the properties of shapes, such as the circumference, diameter and radius of circles.

Information handling

- At early level, most children use their knowledge of colour, shape and size well to sort and match items in various ways. They create and understand pictorial displays with increasing confidence. They now need to develop their understanding of tally marks. At first and second level, the majority of children apply their understanding of graphs, charts and diagrams to extract information accurately. Across first and second level, children need to develop their skills further, including using technologies, to collect and display a range of data.

Attainment over time

- Attendance has improved consistently over the last three years and remains slightly higher than the national average. A few children have absence rates of 10% or more. Staff engage positively with parents to emphasise the importance of regular attendance. The acting headteacher tracks regularly attendance across the school. This includes key groups such as children with additional support needs, those entitled to free school meals, and care-experienced children. Records of attendance for children based on their SIMD quintile are also monitored. Staff are working well with partners to improve further attendance and timekeeping for identified children. These include targeted approaches such as a walking bus initiative and soft starts. A breakfast club is available to all children. Attendance has also improved in a few cases due to an overall improvement in classroom ethos and strengthening relationships with school staff.
- In recent years, children's progress has been impacted by periods of change in staffing and leadership. The headteacher now needs to work with staff to develop a clear understanding of individual children's attainment over time. This session, the acting headteacher has supported staff well to use the local authority tracking system. Staff are beginning to gather a range of attainment data for children in literacy, and numeracy over time across all stages. This information is not yet robust. Senior leaders should continue to support staff to improve the analysis of assessment information over time. Staff need to evidence better how they measure and improve children's progress. This has the potential to strengthen staff's understanding of individual children's attainment in literacy and numeracy as they progress through the school.
- Staff have identified correctly improving attainment in writing as a priority. They have taken appropriate steps to improve the teaching of writing at first and second level. Children's

progress has accelerated with early signs that children's attainment in writing across the school is improving.

- The acting headteacher and staff should ensure raising attainment in literacy and numeracy is a key improvement priority.

Overall quality of learners' achievements

- Staff recognise, share and celebrate children's achievements both in and outwith school. Children enjoy receiving recognition for their achievements through house points, certificates, assemblies and wall displays. Children feel proud when they are awarded 'star of the week' for demonstrating the school values. As a next step, staff should support children in identifying and building on the valuable skills for learning, life and work that they are developing, both in and out of school.
- A minority of children benefit from participating in clubs and activities provided by staff and partners, including multisport, running, creative clubs and music tuition. The acting headteacher and staff should now gather information about children's participation and achievements in and outwith school. They should update and analyse this data regularly and use it to identify and support children who are at risk of missing out.

Equity for all learners

- Most staff know the needs of children and families well. They understand the social, economic and cultural factors that impact on the lives of children and their families. The acting headteacher works effectively with the Parent Council and partners to reduce the cost of the school day. This includes providing access to a school uniform bank, free fruit and breakfast bars and signposting families to relevant community resources to support their needs.
- The headteacher uses PEF to provide additional staffing and resources. This includes staff providing helpful targeted support for groups of children to enhance their literacy skills and increase their engagement in learning. Staff can demonstrate that this work is supporting a minority of children to be more engaged and ready to learn. The acting headteacher and staff should now strengthen further approaches to gathering robust evidence to evaluate the impact of PEF spending on children's outcomes. This should support them to demonstrate more clearly which interventions are having the most impact on accelerating children's progress in attainment and achievement.

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.