

Summarised inspection findings

Stenton Primary School

East Lothian Council

4 November 2025

Key contextual information

Stenton Primary School is a non-denominational rural school situated in the village of Stenton in East Lothian Council. There are 22 children in the school. Due to a fall in the school roll last session, all children are now taught in a primary one to seven multi-composite class. There have been staffing changes over recent months. The senior leadership team consists of a headteacher and an acting principal teacher. The headteacher started as acting headteacher in April 2025. She was appointed as headteacher in August 2025 and has responsibility for another small school in East Lothian. At the time of inspection, the multi-composite class was taught by a temporary teacher. Almost all children live in the Scottish Index of Multiple Deprivation (SIMD) decile six. Across the school, 22% of children require additional support with their learning. There are no children in receipt of free school meals.

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 staff team, led effectively by the headteacher, have swiftly established supportive and collaborative working relationships across the school. Children benefit from positive relationships with all staff and with each other. Last session, in collaboration with all stakeholders, the school’s vision, values and aims were refreshed. As part of this process, staff ensured these were reflective of the school’s unique context. Staff work together effectively to promote the school vision, ‘learn together in a safe, happy and empowering community’. The new values of respectful, kind, confident, empowered and creative are shared across the community and clearly understood. Staff and children added a new value entitled ‘inclusive’, after recent learning about neurodiversity. All children articulate the values confidently and enjoy receiving achievement awards based on their demonstration of these values which are celebrated at weekly assemblies. Staff and children are proud of their achievement in gaining a silver award for their work around developing children’s rights. The school values underpinned by children’s rights support positive interactions and relationships and provide a solid basis for continuous improvement.
- The headteacher has shared a clear vision for continuous improvement. She has gained the confidence and trust of staff, children, partners and parents swiftly and successfully. In addition, she has made a positive start to creating a culture of shared responsibility where all staff and children are integral to leading change. Staff leadership is at an early stage of development however, all staff are enthusiastic to embrace this vision and to improve outcomes for children. The headteacher should now look at ways to increase opportunities for more staff to lead school improvement priorities. She should continue with plans to develop professional enquiry-based approaches to support staff in making improvements in their practice. All staff undertake enthusiastically professional review opportunities to identify individual plans that reflect their own needs and those relating to school improvement priorities.

- Since taking up post, the headteacher has been proactive in identifying the needs of the school. She has reviewed the strategic priorities for the school well and created a streamlined plan for the next three years. This is ensuring that improvement priorities are appropriate, and the pace of change is manageable. Staff should make sure going forward, there is a central focus on providing consistently high-quality learning and teaching experiences that meets the needs of all learners. In addition, staff need to identify clear and measurable criteria that will support them more effectively to identify progress with school improvement activity.
- The headteacher is supported ably by the positive and collegiate staff team. This session, they have identified accurately three high level priorities for improvement. These include improving approaches to meeting the needs of individual children and the use of universal approaches to support learners. This is particularly important as children are now learning in a P1 to P7 multi-composite class. The third area identified is to increase the use of data and moderation more effectively to support teachers' professional judgements of attainment. The headteacher should continue to work with staff to ensure the pace of change leads to improvements for all children.
- The headteacher has developed a clear collegiate calendar which identifies activity planned across the year. This includes opportunities for professional learning and dialogue to support staff with improvement priorities. Staff are well supported to implement identified change that result in improvements to children's outcomes. The headteacher has identified collaborative opportunities to work with colleagues in their partner school to support improvement in areas such as moderation, professional learning and planning. Staff should continue to strengthen these partnerships further to embed a shared understanding of highly effective practice.
- The headteacher has also identified and aligned key activity planned to monitor school improvement priorities, in particular, the quality of children's experiences and outcomes. This is demonstrated in the school collegiate calendar. This activity includes the use of focus groups of children, regular informal walkthroughs around the school, shared learning observations and professional dialogue around planning, tracking and monitoring. The headteacher, to improve learning further, needs to include children as part of the monitoring process and widen quality assurance activity further, to activities such as jotter monitoring. This will ensure increased triangulation of experiences and provide increased rigour to self-evaluation activity, leading to greater clarity about progress with school improvement priorities. The headteacher, as planned, should continue to develop and embed the school's learning and teaching toolkit to provide clear and precise advice to staff as to high quality learning and teaching.
- Staff are at the early stages of formalising children's opportunities to lead school improvement work. All children have opportunities to contribute their views informally as part of their learning experiences and during assemblies. The headteacher and children have used 'How Good is OUR School' to reflect on a few aspects of school life. The headteacher and staff should now strengthen and formalise approaches used to gather children's views. In addition, they should support children to understand the impact their views are having on improving the school. A few children plan and lead lunch clubs such as, a nature club and older children enjoy their roles as reading buddies. The headteacher should continue with plans to create a Pupil Parliament to promote and facilitate the voice of children. This will support children to develop leadership skills, build their confidence and be more actively involved in school improvement.
- All staff have an in-depth understanding of the school community and their unique context. The headteacher uses Pupil Equity Funding (PEF) well to provide additional staff who facilitate targeted support for children with barriers to their learning. She should now ensure increased robustness around engaging with all stakeholders as to the use and impact of PEF. In addition, staff should evaluate more effectively the impact of planned interventions to identify which are having the biggest impact on children's progress.

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 headteacher and staff work together effectively to create a positive, welcoming, inclusive and nurturing ethos for children and families. As a result, staff support children well to learn in a caring and kind environment. All staff have created well-organised and welcoming learning spaces. All staff model positive relationships effectively and all interactions between staff and children reflect well the school values and children's rights. Relationships between staff and children are very positive as a result. Most children are respectful of each other and, supported by staff, they manage occasional conflict between one another effectively.
- Most children demonstrate a positive attitude to all aspects of school life. Most children work well in groups or pairs however, a minority of children require support to work independently. This minority of children find engaging in class discussion and staying focussed during teaching inputs and independent tasks challenging. Consequently, this is impacting negatively on the learning of their peers. Most children feel staff encourage them to do the best they can, however, staff need to now raise their expectations of all children's behaviour. This should result in a calmer, quieter classroom with increased levels of engagement and less low-level behaviours being seen.
- The headteacher has shared a helpful and comprehensive learning and teaching toolkit and a clear lesson model to demonstrate her expectations of high-quality learning and teaching. This provides staff with a shared understanding of the key aspects they should be implementing in daily lessons. She should continue to use this to support further improvements to the quality and consistency of learning and teaching.
- All staff provide clear explanations and instructions to support children to undertake learning activities. Staff share effectively the purpose of the lesson with children and discuss with them how they can be successful in their learning. Teachers make clear links to prior learning which supports children well to develop their understanding and build on learning from previous lessons. In most lessons, teachers use questioning effectively to check children's understanding and to recall key information. In a few lessons, teachers use questioning skilfully to support and extend children's thinking and curiosity. Consequently, most children are making progress in developing their higher order thinking skills. As planned, the headteacher and staff should continue to reflect using the toolkit and lesson model to achieve a shared understanding of the key features of high-quality lessons. Their agreed approach should be reflective of their unique context.
- Staff use digital technology well, such as the interactive whiteboard, to support their teaching. Children access digital devices regularly to support and enhance learning independently. This includes children who require additional support with their learning. For example, they play games to consolidate their learning, learn about coding and programming, and research and

present information using software. The headteacher should now create a clear and progressive digital learning pathway to guide staff in identifying appropriate learning for every child. Teachers should use this to support their planning and ensure children develop digital skills progressively across all stages.

- Staff have created spaces to support younger children to learn through play. However, staff are at the very early stages of providing rich play experiences that facilitate children to consolidate and deepen their learning. As they develop their skills in play pedagogy, staff should now engage with national guidance. In particular, they should review their use of spaces and provide an appropriate balance of adult-initiated and child-led experiences. These experiences will allow children to develop and apply their skills and knowledge in contexts of interest to them. In addition, staff should look at ways to extend this approach to allow all children to develop independent enquiry skills appropriate to children's age and stage.
- Staff use national and summative assessments to gather information on children's progress. Staff are at the early stages of using the outcomes of assessments to support planning for children's next steps in learning. The headteacher has progressed with plans to support staff to use assessment data, such as national standardised assessments, as part of their monitoring and tracking processes. This is supporting staff well to make better use of this data to inform their planning. The headteacher should work with staff now to create an assessment calendar that identifies key assessments and timescales for completion across different stages in the school. This will support staff to implement and use assessment materials more robustly. In addition, staff should use the outcome of all assessments to meet the needs of all children more effectively. Staff should review approaches to ensure appropriate pace and challenge for all children. The headteacher should provide professional learning to support teachers to develop a shared understanding of high-quality assessments when planning for learning and teaching. This will ensure children have opportunities to apply learning in new and unfamiliar contexts.
- Older children are beginning to use agreed steps to success to support them to self and peer assess their learning. Staff should continue to model how to peer and self assess effectively to refine these skills in all curricular areas. Teachers provide oral and written feedback to support children to identify strengths and next steps, particularly in writing. Staff should now look to improve the quality of the feedback offered to support children to identify their strengths and to create targets for improvement.
- Teachers plan with reference to local authority frameworks for all curricular areas over different timescales. However, staff should now continue to streamline approaches to ensure greater clarity of the experiences and outcomes being planned for. Staff need to now ensure clear evaluations of planning to inform their next steps. Teachers plan well for children who require additional support with their learning and need to now involve children more in planning and evaluating their learning. All staff should ensure children achieving beyond expected levels are appropriately challenged in their learning.
- Teachers have engaged enthusiastically in moderation activity across their associated schools' group, most recently in writing. The headteacher has plans to work with the small schools' network and their partner school to develop moderation activity further. This session they plan to moderate approaches to planning across multi- composite classes. This should support teachers to plan learning experiences which are set at the right level of difficulty to ensure all children accelerate their progress.

- The headteacher meets with staff termly, using a new useful tracking system to monitor children's attainment in literacy and numeracy. The headteacher is aware that teachers' judgements of attainment would be supported further by a more rigorous approach to the use of all data gathered. She has introduced this as part of the revised tracking process. She should continue to build staff confidence in using a range of data effectively.
- Staff are at the early stages of monitoring the impact of interventions. The headteacher and staff need to continue with plans to evaluate all interventions used to support children. This will allow them to identify which interventions are having the greatest impact on raising children's attainment. This should include using this data to identify gaps in learning clearly and to plan next steps to support these.

2.2 Curriculum: Learning pathways

- Staff use the local authority frameworks to guide them as they plan. Teachers plan experiences and outcomes across a range of different subjects. Staff encourage children to offer suggestions on how and what they learn which supports children to make connections across the curriculum. The headteacher has identified the need for well-planned, progressive pathways across all curricular areas. Once established, these should support teachers to plan learning activities progressively.
- Children from P1 to P7 learn French. Staff should now plan more progressively to allow children to build on their prior learning in French. The headteacher should now ensure that children receive their entitlement to the 1+2 modern languages programme.
- All children receive two hours of high-quality physical education each week which has a clear focus on developing skills. Staff use the community hall to support this.
- All children follow a programme of religious and moral education at all stages of the school. Most children engage well in developing their knowledge and understanding of Christianity and other world religions alongside developing their own beliefs and values. Partners from the local church support staff to deliver religious education and observance. These partners support the delivery of assemblies, visit classes and support visits to the local church.
- Parents supported the development of the playground to enhance the facilities for children. They have worked with a mental health charity to build a mud kitchen as requested by the children. Staff make use of the school grounds and the local area routinely to offer learning opportunities out with the classroom. Staff have benefitted from local authority training in outdoor learning and support from a teacher-in-residence for a block of six weeks. Teachers should continue to develop a skills pathway to ensure outdoor learning is planned progressively and embedded in children's learning experiences.
- Children choose books enthusiastically from the well-stocked class and school libraries that provides a range of fiction and non-fiction texts. Library books are organised according to difficulty and children use this to help them select books appropriately. Children are eager to select new books and thoroughly enjoy reading for pleasure.
- Teachers work effectively with colleagues at all stages of transition to support children well as they come to school from early years settings or move on to secondary school. At P1, staff work flexibly with families to organise joint visits for classroom experiences and work with the settings to share information. At P7, staff ensure there are experiences with their partner school prior during the session. For example, children join physical education lessons for a block and participate in a shared residential experience. Children requiring additional support with their learning benefit from enhanced engagement programmes with secondary schools to support them as they move on from P7.

2.7 Partnerships: Impact on learners – parental engagement

- School staff communicate well with parents through regular newsletters and through online platforms. In addition, parents are given regular opportunities to discuss their child's learning through parents' meetings and shared learning events.
- Staff ensure that positive relationships are a central feature of supporting parental engagement. Most parents report that their child likes being at school and feel their child is making progress. Most parents say they feel comfortable approaching the school with questions or challenges and the school takes their views into account.
- Almost all parents feel they are kept well informed by the work of the Parent Council. Almost all families are represented on the Parent Council and most feel encouraged to be involved in their work. The Parent Council have been highly successful in raising funds to support children's experiences through activity such as the community art show and Christmas Fayre. Their successful fundraising has supported improvements to the school grounds and outdoor learning experiences as well as subsidising trips for all children such as to the pantomime.

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

- Children and staff enjoy positive and caring relationships. Staff use their knowledge of the context of the school and families to support children effectively. As a result, children experience a very supportive culture and ethos. Across the school, most children demonstrate respectful behaviours. Over recent years there have been no incidents of exclusion. Staff support a few children well to regulate their emotions when they find situations challenging. Staff adapt learning environments well to ensure that classrooms are not overstimulating. They develop scripts for children which help staff to respond in a consistent way to support children. All classrooms have quiet, calm areas which children use confidently. These strategies are ensuring children settle to learn in class.
- Children's understanding of their rights, and the need to respect the rights of others, has been enhanced through the whole school focus on the United Nations Charter for the Rights of the Child. Children are very proud of their recent accreditation for their work on understanding their rights. Staff and children have developed a school charter to promote and develop their understanding of inclusion and respect. This is supporting children well to have a good understanding of their rights and those of others.
- Almost all children are developing their understanding of wellbeing through assemblies and surveys. Children talk positively about how they have opportunities to share with staff how they are feeling through emotional check-ins and wellbeing surveys. Children know that staff identify and act on any concerns shared. Children feel staff care for them and trust that adults will listen if they are worried or upset. Staff should now track children's progress in health and wellbeing. They should use this information now to identify, record and evaluate the supports offered.
- Most children benefit from a health and wellbeing curriculum that supports them in leading a healthy lifestyle. Children understand and articulate the importance of healthy eating and how this contributes to their ability to learn. This understanding is developed further through children's engagement in growing produce in the school playground, which is then cooked in school. Staff link this work well to children's literacy and numeracy learning in class. Staff follow national advice and guidance effectively to support children to learn about relationships, sexual health and parenthood. As a result, children develop knowledge and skills in all aspects of health and wellbeing well.
- Most children feel staff help them to make informed choices to improve their physical health. Most children engage successfully in a range of physical activities supported by community and sports partners. For example, older children participate in bowling lessons which leads to an annual community competition. Staff offer lunchtime clubs for children, such as football and tennis, which is helping them to develop skills in teamwork.

- The headteacher ensures that all staff have ongoing professional learning on wellbeing, neurodiversity and improving children's learning environments. This is helping all staff to be patient, consistent and caring in their approach to supporting children. As a result, children are more engaged in their learning and able to access more areas of the curriculum. Staff have introduced a common emotional framework to help support children with their self-regulation. Children speak positively about this framework which helps them to describe their emotions confidently. Staff should continue to develop this successful work to support all children to manage their emotions independently.
- Staff fully understand and fulfil their statutory responsibilities to ensure positive outcomes for children. All staff have up-to-date training relating to safeguarding and child protection. The headteacher ensures that all safeguarding procedures are in place and revised as required. She monitors this well as part of their annual quality assurance activity. The headteacher ensures partners are aware of their responsibilities and the school's approaches to ensuring children's safety. This includes sharing what to do if they have concerns about a child's wellbeing. As a result, children's wellbeing needs are met well.
- All staff know children and families very well. Staff work with partners effectively to enhance the support they offer to children. The headteacher has created a useful overview for the whole school to identify the needs of all children. Staff generate children's plans well where they identify appropriate targets and actions. Staff should now ensure plans are reviewed and evaluated regularly to clearly identify the progress children have made. This will help staff to ensure all children make appropriate progress in their learning and wellbeing. The headteacher should ensure the inclusion of parent and child perspectives within plans. This will strengthen children's ownership of their targets.
- Children benefit from the school's effective partnerships with external agencies and the community. Partners speak very positively about how staff engage with them to implement considered support for children. For example, paired reading sessions are organised weekly which is having a positive impact on children's confidence in reading aloud. Staff should continue to develop their engagement with partners to support further the learning and wellbeing needs of all children.
- Senior leaders monitor incidents and allegations of bullying well and take positive steps to mitigate these. Staff respond timeously to incidents to resolve them. Going forward, staff should discuss and respond quickly to any concerns from children. This will ensure children are fully aware that their voice has been listened to.
- 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 are developing their awareness, understanding and appreciation of different religious beliefs and cultures. Staff promote and develop this understanding through class work and school assemblies. Most children have a clear understanding of inclusion and discuss this as one of their school values. Children describe how they support each other in the school and are aware that children need different support at different times. Staff should continue to strengthen children's knowledge about equalities, diversity and inclusion through well-planned and progressive opportunities. This should help to support children to feel able to better recognise and challenge discrimination and intolerance when it arises.

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

- The school roll comprises of a small number of children across P1 to P7. As a result, attainment and progress will be expressed in overall statements, rather than for specific year groups or Curriculum for Excellence (CfE) levels.
- Overall, attainment in literacy and English and numeracy and mathematics is satisfactory. Across the school, a majority of children are on track to achieve nationally expected levels of attainment. A minority of children across the school are capable of making greater progress and require more challenge in their learning. Most children with additional support needs make satisfactory progress towards their individual targets.
- Senior leaders recognise the need to improve the accuracy of teacher professional judgements about children's attainment levels. Teachers should continue to develop their use of assessment and engage in regular moderation to improve the reliability of judgements.

Attainment in literacy and English

- Overall, a few children make good progress, and a majority of children make satisfactory progress in literacy and English. However, a majority of children could be making better progress. Staff should ensure they increase pace and challenge for all children.

Listening and talking

- Across the school, a minority of children could improve their skills in listening to the views of others.
- Most younger children listen to others well and use eye contact appropriately. All younger children hear and say single sounds, blends and rhyming words well. Most older children show respect for the views of others in discussions. They ask and respond well to different types of questions for example, literal and evaluative questions. Most older children enjoy presenting to their peers but would benefit from opportunities to learn more about debating skills.

Reading

- Across the school, children have a positive view of reading and there is a strong culture of reading for pleasure. They select books from the school library and are provided with many opportunities to read.
- Most younger children read simple sentences with confidence and expression. They read from left to right and use simple punctuation to support reading with expression such as when reading speech. They talk confidently about their favourite books and rhymes. Most older children read fluently using appropriate expression and pace. They use decoding skills well to read unfamiliar vocabulary. Almost all older children identify their favourite authors and books

confidently and explain their reason for these preferences. Most older children describe confidently the differing features of fiction and non-fiction texts. They describe accurately the features of books such as characters and setting. They would benefit from exploring the plots of texts.

Writing

- Across the school, all children benefit from regular experience of writing through a wide variety of genres. They describe their learning about settings and characters confidently. Staff should now ensure children improve their writing and presentation skills.
- Younger children write simple sentences using a capital letter, finger spaces and a full stop. They use their knowledge of letter sounds and blends well to attempt to write unfamiliar words. Most older children have a strong understanding of a range of punctuation and grammar and explain confidently how they would use these in their writing. A majority of older children use a wide range of vocabulary very effectively, to suit a variety of genres such as persuasive vocabulary. Older children need greater opportunity to develop their skills in writing poetry.

Numeracy and mathematics

- Overall, children's progress in numeracy and mathematics is satisfactory. A minority of children would benefit from further challenge to ensure they make the best possible progress.

Number, money and measure

- Younger children count forwards and backwards confidently. They double and half numbers to 20 accurately. They would benefit with further work on naming and using coins up to £2. They identify simple o'clock times but are not confident in relating these to their day. Children have a strong understanding of place value. They demonstrate this well across the various CfE levels observed. Children identify accurately coins and notes to £20 and choose different combinations to pay for items. They need to develop their ability to work out change accurately. Older children have a sound knowledge of fractions and percentages. They calculate perimeters accurately but need support to calculate area. They complete word problems confidently using the correct calculations. They are less confident in rounding numbers to two decimal places.

Shape, position and movement

- Younger children name two-dimensional (2D) shapes but are not confident in naming common three-dimensional (3D) objects. As children progress, they successfully identify 2D shapes and 3D objects. A next step would be to describe the properties of 3D objects. Children identify lines of symmetry within a shape confidently. They are less confident in identifying right angles. Older children calculate a range of angles and should now work on identifying missing angles.

Information handling

- Children at all stages interpret information well from a range of graphs and diagrams appropriate to their stage and accurately extract key information from these diagrams. Older children use the language of probability appropriately to describe the likelihood of events happening. Children at both first and second levels would benefit from using digital technologies to develop their data handling skills further.

Attainment over time

- School attendance is 95% and has been consistently above the national average over previous sessions. Senior leaders track attendance and late-coming closely and act promptly. They work closely with families when issues arise and put in place interventions to support individual children. This is having a positive impact on improving attendance.

- Staff track children's attainment in literacy and numeracy termly. Overall, school data shows that most children make expected progress as they move through the school. However, this data is not accurate for all children. The headteacher should now develop approaches further to improve the gathering of accurate data for all children. The headteacher has plans in place to ensure more robust tracking and monitoring of attainment to ensure that all children make the best possible progress. These new processes should help staff to record all attainment accurately and better identify gaps in children's learning. Staff should ensure they track children's attainment and progress in learning across all curricular areas.

Overall quality of learners' achievements

- Children's achievements both in and out of school are valued and celebrated at assemblies. Staff praise children who display the school values and children talk proudly of this recognition. Last session, most children participated in a club during the school day. Older children are keen to organise clubs linked to their interests at lunchtime and a few children have started clubs for their peers. These clubs are enabling children to demonstrate communication and collaboration skills. The headteacher and staff now need to track all children's achievements and the skills they are developing to ensure equity of opportunity for all children. This should ensure that no child is missing out and that children's skills are being developed in a thorough way.

Equity for all learners

- All staff understand the context of their school well. Families benefit from the link created with a local supermarket which supports the provision of school uniform. In addition, staff store pre-used uniforms in good condition in school. Staff encourage parents to use these resources to support recycling and reduce the financial burden on families.
- The headteacher uses the school's PEF allocation to provide additional staffing and resources to support children to improve their attainment in literacy and numeracy. The headteacher has a clear rationale for the use of PEF. Staff now need to measure and evaluate more effectively the impact of PEF interventions in closing identified gaps in children's attainment. This will help demonstrate more robustly which supports are having a positive impact on accelerating children's progress in attainment and achievement.

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.