

Summarised inspection findings

Warddykes Primary School

Angus Council

26 August 2025

Key contextual information

Warddykes Primary School is situated in the town of Arbroath in Angus. The acting headteacher has been in post for four months and was formerly a deputy headteacher within the school. She is supported by one acting deputy headteacher, one part time substantive principal teacher and one acting principal teacher. There are 289 children in the school across 12 classes.

Almost all children reside in Scottish Index of Multiple Deprivation (SIMD) deciles one to four. One third of children in the school have an additional support need. Attendance is currently above the national average at 93%. There have been no exclusions in the last year.

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 acting headteacher is respected across the school community. In the short time that she has been leading the school, her ambition and aspiration to develop a culture of learning is supporting children and their families effectively. This is helping children to make good progress in their learning and promoting a sense of belonging and pride in their school and their community. The acting headteacher is well supported by the staff team. They respond positively to initiatives and developments to improve aspects of their practice and the wider life of the school. There has been considerable change in school priorities and approaches to practice in recent months. Going forward, the senior leadership team should continue to take careful account of both the pace and the volume of change.
- Staff, children and parents have recently been involved in a review of the school's values. As a result, stakeholders across the school community have an increased sense of ownership of the values. Children are able to identify and describe why their values are important in their day to day lives. Teachers and children model consistently the values in their interactions with each other. Staff display the values in classes and across the learning environment. The now simplified values of 'respect, kind and safe' reflect well the school's context. All staff should now work with the whole school community to develop their shared aims to support future success of all children.
- The newly modified school improvement plan is informed by recent self-evaluation activities and was developed in consultation with staff. Senior leaders consulted with staff on the pre-existing school improvement plan, streamlining it to include more relevant and meaningful priorities. These now reflect well the school's context and next steps in the improvement journey. The important improvement priorities are understood by all staff who recognised the need for some immediate changes in order to effect improvement. Through robust self-evaluation, staff have identified the key areas for improvement. Children, parents, staff and key partners now need to be more regularly and robustly involved in the identification of future school priorities. This will help to further strengthen partnership working and relationships. The wider school community should be more involved in the collective drive for improvement.

- A minority of children contribute to school improvement. Utilising the established leadership groups, including the pupil voice group, would ensure that children's views on school improvement are sought and considered further. This would make children feel more empowered in their role as leaders and involved in the life and work of the school. In addition, the school should consider the development of child friendly and parent friendly accessible editions of the school improvement plan to ensure that everyone feels involved and included.
- Senior leaders have developed a detailed quality assurance calendar which supports staff in a range of planned self-evaluation activities. Senior leaders have recently reviewed learning and teaching across the school and undertaken processes to sample children's work. These important evaluative activities are increasing teachers' understanding of shared expectations and standards. Senior leaders' engagement in quality assurance activities has supported them to understand approaches to pedagogy being used, the level of engagement of learners and the overall quality of teaching across the school. As a result, senior leaders are now developing ways to support all staff to implement consistent approaches across all stages. Senior leaders and all staff should continue to review their quality assurance processes to further inform school improvement priorities. In addition, the introduction of a systematic approach to sharing good practice will further support the development of high-quality teaching and learning.
- Staff demonstrate a strong commitment to engaging in professional learning to improve outcomes for children. Staff participate in annual professional review and development (PRD) discussions. Senior leaders should ensure that PRD discussions support and enhance consistency in teacher practice. This includes a focus on the identification of strengths and areas for development through robust evidence, based on lesson observations and quality assurance procedures. Senior leaders need to ensure that agreed professional learning is more closely aligned with school improvement priorities. It is important, moving forward, that senior leaders work closely with all staff to promote and support the importance of these processes to drive forward improvement and change. They should be more proactive in developing and promoting a culture of learning, for example, through participating in a programme of practitioner enquiry.
- Senior leaders are empowering staff to lead on aspects of school improvement. As a result, almost all staff have a greater sense of purpose and collective drive to improve. A majority of staff lead on aspects of school improvement, including work on digital technology, aspects of sport, expressive arts and through literacy and numeracy working groups. Senior leaders should support staff to develop their leadership capacity and share their learning with others more regularly. All staff should develop further relevant leadership roles within the school which contribute effectively to improvement and change. This includes building time in to evaluate their work and effectively share good practice. This would allow staff to actively role model leadership skills for children.
- Children from P1 to P7 are represented in leadership groups. Older children develop leadership skills through their roles as House Captains and Vice Captains. They use their leadership skills well to run lunchtime activities for younger children. Each group creates an action plan which is developing their capacity to make meaningful contributions to influence change and improvement within their school. Other leadership groups include the rights group, LGBT+ group, reading schools team and an anti-bullying group. Children also participate in the life and work of the school through a pupil voice group. Children are developing important skills through their work in these groups, which each have an action plan and clear aims to promote improvement. This supports children to share their views and understand the ways in which they can make a difference and contribute to the life and work of the school. Senior leaders

should work closely with all children and the staff team to develop further the remits of these groups. They could include a greater number of younger children.

- The school uses the Pupil Equity Funding (PEF) available to them to support the learning and development of children who face socio-economic disadvantage. Senior leaders have developed a plan which identifies key priorities to improve the outcomes of children through the use of PEF. A funded resource worker and early years practitioner support children and families to achieve and attain success. Senior leaders should continue to support children's attendance in school and offer families the practical support they require to achieve this. Senior leaders should ensure that all key stakeholders are fully consulted about the most appropriate use of PEF. This includes partners, the proactive Parent Council group and all children.

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

- Children are polite, friendly and proud of their school. Children at all stages are able to speak about the school values. Almost all children and staff demonstrate the values in their interactions across the school. This contributes to calm learning environments where children contribute well during lessons.
- All teachers have created stimulating and attractive classroom environments where children's work, achievements and the school values are displayed and celebrated. The school focuses on different children's rights each month, and these are referred to during lessons. Children's work is also celebrated prominently in corridors and social spaces throughout the school. Children appreciate and value seeing their work being displayed.
- Children at all stages experience a 30-minute 'smart start' to the day. Teachers positively support children's attendance, check their wellbeing and provide learning tasks for children. These tasks include consolidation of learning, developing skills and considering current topics or rights more deeply. A minority of children are not being challenged sufficiently or progressing their learning during this time. Senior leaders and staff should review the use and effectiveness of this time to ensure it is productive, consistent, appropriate and meets the needs of all children. It is important to maximise the learning time for all children.
- In almost all lessons, most children are well behaved and work effectively independently, in pairs and in groups. This positive attitude to learning is most evident when tasks and activities are well matched to children's needs and interests. Almost all staff manage behaviour well and address instances of low-level disruption effectively in line with the whole school behaviour blueprint plan. This approach helps to minimise disruption to teaching and learning. Teachers should provide learning at an increased pace and suitable challenge for all children. This would further limit disruption to learning in classes.
- Staff are developing their understanding of using the outdoor environment as a context for learning. Children at all stages appreciate opportunities to learn and develop their skills outdoors. This is not yet of a consistent frequency or quality across the school. Senior leaders should now support staff to develop a more coherent, planned approach to learning more regularly outdoors.
- Most children understand the purpose of their learning and can state what they need to do to be successful. In the most effective examples, teachers involve children in co-constructing measures of success when appropriate. Teachers have identified correctly the need to develop this aspect of their practice to support children to have a clearer understanding of their progress in learning. This will also enable children to take greater ownership of their own learning.

- In almost all lessons, teachers provide clear explanations and instructions. They use questioning effectively in almost all lessons to elicit prior knowledge and to check for understanding. A majority of teachers use more in-depth questioning well to extend and broaden children's thinking. Senior leaders and staff should, as planned, identify and share examples of best practice in this area. This will develop a more consistent approach to supporting children's curiosity and the development of higher order thinking skills.
- Almost all teachers provide helpful verbal feedback and praise during lessons. A few teachers provide written, focused feedback to children in jotters to support their learning. This is helping children to understand what they are doing well in their written work and what they need to do to improve. Staff recognise the need to engage with professional learning to improve the effectiveness and consistency of written feedback.
- In a majority of classes, children self- and peer-assess their work. Where this is done effectively, children gain a deeper understanding of their learning and identify where they can make improvements. Most teachers use a range of formative assessment techniques to evaluate understanding, and in the most effective examples, these inform next steps in teaching and adaptations to lessons. All teachers use assessment for learning strategies to encourage children to contribute to discussions, share what they have learned, and show their understanding.
- Almost all staff use digital technology, such as interactive whiteboards effectively to support learning. Children use digital devices appropriately to consolidate their learning or to reduce potential barriers. For example, children engage confidently in online learning tasks to reinforce key concepts, carry out research and to record and share evidence of their learning. Digital applications support children's reading and writing skills. Staff use an online platform to provide resources for learning in classes and to keep parents informed about learning.
- Children are developing their understanding of themselves as learners when discussing their progress. Feedback Fridays encourage children to reflect and self-evaluate their learning through the week. Older children support younger pupils to think about what they enjoyed most and what they are proud of. Children in more senior classes also identify their new learning, as well as what they need to work harder on moving forward. These peer- and self-evaluations are shared with parents using an online platform. A minority of teachers highlight children's development of meta-skills and the relevance that these skills have to the wider world, including the world of work. This practice should be extended across the school.
- Across P1, the approach to learning through play is underpinned successfully by national practice guidance. Teachers plan very relevant use of learning spaces based on observations of children's interests and assessment information. The spaces for learning are enriched with open-ended literacy and numeracy provocations, well-judged to extend and challenge children's thinking. This is helping children to make appropriate progress in their learning through exciting and challenging play experiences. A next step is to develop play pedagogy further into classroom practice across the school.
- Teachers collate examples of summative assessments in literacy, numeracy and health and wellbeing. As planned, senior leaders should continue to develop the annual assessment schedule and collate existing guidance into a more succinct assessment framework. This will support teachers further to have a more consistent approach to assessment across all stages.
- All teachers work regularly with stage partners to align their professional judgements and inform their planning through internal partnership working and moderation activity. Senior leaders and teachers use the local authority moderation framework and self-evaluation rubric

for learning and teaching to support their understanding of national standards. They benchmark assessment information gathered from summative and standardised assessment. Senior leaders have recently introduced processes to ensure more effective use of assessment. This is helping to effectively allocate additional support and will enable targeted challenge for those children able to achieve more. Teachers should continue to develop their understanding of how to make the best use of assessment information to directly influence teaching and learning. They have recently participated in cluster moderation for numeracy and have identified correctly the need to strengthen their internal moderation processes for the wider curriculum.

- Teachers plan learning using progressive frameworks for all curricular areas. They make good use of Curriculum for Excellence (CfE) experiences and outcomes, national Benchmarks and assessment information. The majority of children are involved in the planning of their learning through the use of key questions, “what we know, what we want to learn and how will we find out?” This supports children to participate in a broad range of learning activities which are relevant to the context of the school. At early level, staff are developing the use of observations of learning to enable more responsive planning. Senior leaders and staff are currently adapting planning formats to ensure a more consistent approach to annual overviews, termly and weekly plans.
- Senior leaders and teaching staff meet termly to track children’s progress in literacy and numeracy. Class data profiles are supporting staff to have more robust analysis and use of attainment and demographic data. This in-depth professional dialogue allows teachers to plan a range of strategies and interventions to ensure children meet learning targets. Staff work closely with a range of partner services to ensure support for children and their families extends beyond school when needed. Senior leaders and staff have identified the need for regular evaluation of these interventions to ensure that they are effectively meeting the needs of children.

2.2 Curriculum: Learning pathways

- Senior leaders should continue, as planned, to involve all stakeholders in further developing a comprehensive, responsive and inclusive curriculum. This should allow increased opportunities for children to learn about their local area and make more meaningful, relevant and personalised connections across the curriculum.
- Teachers use local authority progression pathways to plan for children's learning. These pathways take account of CfE experiences and outcomes. Senior leaders should work together with staff to develop a clear skills framework. This will help teachers to support children to make connections between what they are learning and the skills they are developing through the curriculum.
- All children receive two hours of quality physical education each week, using indoor and outdoor spaces as appropriate. Children across the school receive regular religious education through an interdisciplinary learning (IDL) approach, which impacts positively on their knowledge of Christianity and other world religions. In languages, children learn French and Scots. Senior leaders and staff should review their current language provision and consider introducing a further modern language. This will enhance the current offer and meet the national entitlements for children.
- The school's IDL approach enables children to influence and personalise aspects of their learning effectively. Children choose what aspects or contexts they find most relevant and interesting. Teachers respond to this as appropriate to plan the focus of the IDL. The school has fostered strong, effective relationships with a broad range of partners. These include the local football club, college, museums, RNLi and the police. These relationships support children to experience learning which reflects real-life contexts and develop important skills such as teamwork, communication and creativity.
- Transitions throughout the school are well established. Children are supported well when moving from early years to P1 and from P7 into secondary school. Additional, enhanced support is in place for those children who need it as they move from primary to secondary school. Within the school, teachers share relevant information and evidence about children's progress, wellbeing and individual needs as they move from one stage to the next. This supports a consistent approach between teaching staff and children.
- Children enjoy a range of STEM and digital-focused activities in school. These link well to topics being taught, supported by very strong partnership links, an annual STEM week and careers fair, and educational visits. As a next step, staff should continue to promote children's knowledge and skills, linking these to real life contexts and potential STEM and digital-based careers. STEM and digital contexts should continue to develop as a tool to deliver key curricular aspects such as literacy, numeracy and health and wellbeing
- 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.

2.7 Partnerships: Impact on learners – parental engagement

- Parents access helpful information about their child's learning and achievements through an online platform and a recognition board.
- The proactive Parent Council works closely with the school, primarily to fundraise for resources and support events which enhance and improve the experiences of children. These include, for example, school discos and the Christmas and summer fayres in the school. The Parent Council support the cost of school trips and have purchased board games for children to use during break times.
- Parents appreciate the efforts of the school to help them to support their children's learning as well as their emotional wellbeing. They value the approaches taken by staff to support children's emotional wellbeing. They make use of the advice and guidance provided by staff in relation to supporting children's mental health at home.
- A minority of parents would like to have more guidance from class teachers to support their children's learning at home. They would also welcome more opportunities for families to learn together.

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

- Positive relationships across the school support a nurturing environment which helps children to feel safe and secure. Most children treat others with respect and dignity and display positive behaviour. This is strengthened by the school community's understanding of the school values. Children are motivated to demonstrate the school values through the school 'house' system. This is celebrated through weekly assemblies and is supporting children to develop their leadership, responsibility and collaborative skills.
- A positive daily 'meet and greet' in all classes ensures that children are welcomed into school by an adult who knows them well and supports them to feel secure as they start their day. The use of emotional check-ins, where children identify how they are feeling, is helping children to maintain positive attendance at school and progress in their learning. As a next step, senior leaders should now review the consistency of how staff respond to children's immediate emotional needs to ensure prompt support is identified and provided to those children who need it. Further professional learning in nurturing approaches for all staff would further support this work.
- Across the school there is a shared understanding of the importance of wellbeing. Children complete wellbeing webs three times throughout the year, highlighting any concerns they have. Staff use a wellbeing planning tool to support this. Teachers evaluate this data and identify any actions that need to be taken to address concerns. This includes focused discussions within classes, or support from a range of partners, including counsellors. Further emotional and social support is delivered for individual children, including through outdoor learning. This is ensuring that children feel their concerns are listened to, and they are engaging more in their learning. It is also helping them to feel confident that their wellbeing is supported. This is leading to improved wellbeing outcomes for most children. As a next step, senior leaders should further develop how they track wellbeing across all stages and how they will use this data to support improving wellbeing outcomes for all children.
- Most children feel that their school teaches them to lead a healthy lifestyle, providing them with a variety of options for regular exercise. A range of activities are available at lunchtime, including table tennis, netball and ball games. At P6 and P7, children attend the local sports centre weekly, working with coaches and taking part in a wide variety of sporting activities including team games, netball and short tennis. Children also represent their school at local sporting events, such as cross country running. These opportunities are improving children's physical fitness and developing their skills in teamwork.
- Teachers use local authority progressive planning formats to support the planning of learning and teaching within health and wellbeing, alongside a wellbeing and resilience programme. This is helping to ensure children have breadth and depth across their learning. It is also

improving children's resilience and helping to build positive relationships between staff and children. Wellbeing is promoted through activities such as Internet Safety Day and an anti-smoking roadshow for older children. There is scope for the school to develop further aspects of health and wellbeing which recognises more robustly, issues identified by children. Senior leaders and staff now need to prioritise a review of the health and wellbeing curriculum to ensure that it reflects the current context of the school and meets the needs of all children. This should be done in consultation with the whole school community.

- All staff have a very good understanding of their responsibilities and statutory duties to improve outcomes for children. Almost all staff understand how to apply the school's procedures in relation to child protection. They engage in a range of professional learning opportunities which increases their knowledge and understanding of statutory duties, including guidance to support positive attendance for all children. There are no children on part-time timetables.
- Senior leaders follow local authority and national guidelines for managing and recording incidents of bullying. Children's participation in 'anti-bullying week' helps them to understand the importance of treating others with respect. While the majority of children feel confident in the school's approach to dealing with incidents of bullying, a minority of children feel that they could have further support. As a next step, senior leaders should now work with the whole school community to develop a refreshed anti-bullying policy. This should support both children's and parents' understanding of what bullying is, how to report it and how to access support. This will help to clarify expectations about how the school will respond to and manage any reported incidents.
- Staff use class data profiles alongside assessment data to support the identification of children who require additional support with their learning. Termly discussions between the senior leadership team and staff help to ensure that well considered strategies and interventions are identified for individual and groups of children. They identify targets for individuals and groups to evidence children's progress. These interventions include support in literacy and numeracy which are skilfully delivered by support staff. Senior leaders and staff track and monitor effectively the impact of interventions to ensure children are making progress. As a result of these strategies, most children who require additional support are making good progress with their learning. As planned, senior leaders should continue to support parents and children to be involved in planning for and evaluating individual targets.
- Children facing potential barriers to their learning, such as children for whom English is an additional language, and care experienced children, are being supported well by a range of positive approaches. For example, school staff provide weekly support to ensure children and families for whom English is an additional language are able to access appropriate partner agencies and are equipped to engage in school life. Whole school participation in Young Carers Day is raising awareness across the school of what it means to be a young carer. Close partnership working with a local agency that supports young carers works well with identified children to recognise and manage their emotions. These positive approaches are supporting children to engage in learning and build positive relationships within the school community.
- All staff promote an inclusive culture across the school community. The school's work on Rights Respecting Schools is ensuring that children regularly identify and talk about children's rights. This includes identifying a 'right of the month' which all children can identify and talk about what this means to them in relation to their learning. The school has achieved recognition for their work around LGBT+ and feedback from the school community highlights the ethos of mutual respect and sense of belonging for everyone. The pupil LGBT+ leadership group have identified a range of ongoing pupil-led initiatives to support this work. As a result of this, there is an increased awareness and understanding of the LGBT+ community across the

school. Building on this, senior leaders and staff should now focus on further developing equality and diversity across the curriculum. This will lead to children having increased opportunities to have their own lives and backgrounds celebrated, and to learn more about each other.

3.2 Raising attainment and achievement

good

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

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

Attainment in literacy and numeracy

- Overall, children's attainment in literacy and English and numeracy and mathematics is good.
- Most children in P1, P4 and P7 achieve expected CfE levels in reading, writing, listening and talking and numeracy.
- Children who are not on track to achieve expected CfE levels receive targeted support. As a result of this approach, staff predict that almost all children in P1 and P7 will achieve expected CfE levels for literacy by June 2025.
- Children who receive additional support for their learning make good progress towards their individual targets.

Attainment in literacy and English

- Overall, children's progress and attainment in literacy and English is good.

Listening and talking

- At early level, almost all children listen attentively to stories. They share with others confidently why they enjoy a particular story. Children talk about personal experiences and what they are learning. At first level, most children listen well to others. They should continue to practise these skills in class discussions. Children present information to others using visuals, digital presentations and objects of interest. They describe the qualities required to engage their audience, for example speaking clearly using interesting vocabulary. Almost all children at second level expand on the contributions of their peers. They are developing debating and persuasion skills and most show respect for the point of view of others. Children would benefit from more frequent opportunities to build their confidence and skills in presenting ideas and information for a wider range of purposes and audiences.

Reading

- Children across the school develop their reading skills and reading for enjoyment through borrowing and enjoying books from their class and school library. They access a range of online books, comics and audio books which can be accessed from home and during holiday periods. Children at early level learn in a literacy rich environment. Through play, they read and say different sounds, letters and words in their classrooms and outdoors. They use illustrations well to make predictions and identify characters in stories. They vote to choose the daily class story. Most children at first level have preferred authors and describe the types of books they like to read. They explain their preference for a particular genre and give reasons for their choice. They read with increasing fluency and expression and use a range of skills to decode unfamiliar vocabulary. Children should read aloud more regularly to others for a range of

purposes to further build their skills. Almost all children at second level are confident reading aloud to peers and to younger children. They are confident in discussing the variety of genres and authors they like and the reasons why. They talk enthusiastically about using a range of texts for investigation and research tasks. They discuss the importance of reading strategies to identify important information and to answer questions accurately. They understand the concept of summarising extended texts to convey key points. They would benefit from increased engagement with instructional and functional texts.

Writing

- At early level, most children are beginning to write sentences using capital letters and full stops. They enjoy drawing to plan their writing and are developing their story sequencing skills. Children have a wide range of spaces and activities which encourage and motivate them to use their emergent writing skills. Most children at first level write for a range of purposes. Writing tasks are often related to their learning across the curriculum. They should continue to develop the correct use of exclamation marks and speech marks. Almost all children at second level write successfully for a wide range of purposes and audiences. They confidently describe the key features of writing to suit different purposes and audiences. Almost all children write regularly and at an appropriate length.
- Children at all stages benefit from targeted teaching using a structured literacy programme. As a result, attainment in reading, writing and listening and talking across almost all stages is improving. Across all stages, children should be encouraged and guided to achieve consistently high standards of presentation.

Numeracy and mathematics

- Overall, most children are making good progress in numeracy and mathematics. The school reports that almost all children in P1 and P7 are currently on track to achieve expected CfE levels for numeracy and mathematics by June 2025.

Number, money and measure

- Almost all children at early level successfully add numbers within 10. They are developing their skills in solving simple missing number problems. Children use mixed coins to find totals and pay for items supported well by appropriate concrete materials and digital applications. They are learning the concept of saving money. Almost all children at first level accurately round numbers to 100. They demonstrate a positive understanding of equivalent fractions and calculate accurately simple fractions of whole numbers. They are developing their mental agility skills to calculate change accurately to the value of £20. Most children at second level understand the relationship between common fractions, decimal fractions, and percentages. They should continue to apply their numeracy and mathematics skills to solve problems in different contexts. All children would benefit from regular practice of core numeracy to improve their confidence in mental calculations. At first and second levels, children would benefit from regular practice of multiplication tables.

Shape, position and movement

- Almost all children at early level recognise and sort a range of two-dimensional (2D) shapes. They understand the language of position, including front and behind. They demonstrate understanding of symmetry and can mark vertical lines on shapes and designs. Almost all children at first level name and classify a range of three-dimensional objects. They are not yet fully confident in identifying lines of symmetry in pictures and 2D shapes. They understand directional language, compass points and 90° and 180° angles. Most children at second level accurately use mathematical language to classify a range of angles including acute, obtuse and reflex. They should continue to develop their skills in using complementary and supplementary angles to calculate missing angles.

Information handling

- Almost all children at early level record simple data sets using bar graphs. They are developing skills in interpreting data. Almost all children at first level understand and interpret simple bar graphs and charts and successfully extract key information. They should now have opportunities to gather, sort and display data in other curricular areas. At second level, most children analyse and draw conclusions from a variety of sources, including line graphs. Children at first and second levels should continue to develop further their information handling skills through using digital technology to support their learning.
- Standards of presentation and notation in numeracy and mathematics are variable. At all stages, teachers should have consistently high expectations of how children should present their work.

Attainment over time

- Senior leaders are leading the development of more robust systems to track and monitor children's attainment levels across all stages. Over time, children's attainment has incrementally improved. Most children make good progress from prior levels of attainment. Senior leaders and staff are developing more consistent use of assessment data, including standardised tests. Attainment data is analysed in detail to inform judgments on children's progress and attainment. Senior leaders should ensure that there is closer scrutiny of the correlation between National Standardised Assessments results and achievement of Curriculum for Excellence levels (ACEL).
- Recently introduced class data profiles are focusing and improving teachers' professional judgments of ACEL in literacy and numeracy. Staff are well placed to build on current processes for assessing progress in health and wellbeing to match the rigour given to literacy and numeracy. They recognise the need to extend tracking and monitoring processes across the curriculum.
- Consistent use of specific literacy programmes has supported the steady increase of attainment in reading and writing, listening and talking overall. Senior leaders have identified the need to improve attainment in literacy at first level. They have correctly prioritised the focus on the teaching of technical skills of writing, listening and talking.
- Over time, children's attendance is positive. Currently, attendance is above the local authority and the national average. Led by the acting headteacher, all staff promote the importance of good attendance and monitor data each month. They initiate support and intervention if attendance begins to drop below 85%. A dedicated resource worker effectively supports families where there are barriers to children attending. Staff follow local authority processes and take effective action to improve the attendance for a few children and families. This is leading to positive improvements to individual children's attendance.

Overall quality of learners' achievements

- Staff recognise and celebrate successfully children's achievements in and out of school through 'Bring and Brag' displays, at assemblies and via digital platforms. Children feel proud that their successes are valued and shared. Children participate in a range of school-led clubs such as reading, choir, brass instruments/band, netball and football. They also access a number of after school activities supported by partner services. Working with partners, staff track pupil participation in clubs and activities out of school. Participation has steadily increased over the last few years. It is currently at the highest level for the school and above cluster and local authority levels. There is scope to involve children more in planning future clubs and activities to further increase the offer.

- Children participate in local competitions, tournaments and events such as the Arbroath Choir Festival, cluster and local authority sports competitions, cross country events, local Rotary Club poetry and quiz competitions and national STEM Crest Awards. Children are directly involved in gathering evidence to support applications for accredited awards, for example, the reaccreditation of the silver award for their work in promoting the rights of the child across the school community. Through involvement in these activities, children are developing important skills well including leadership, teamwork, communication and problem solving.

Equity for all learners

- All staff know children very well. They have a good understanding of the social, cultural and economic context of their school. Staff have taken positive steps to reduce the cost of the school day. These include providing a preloved clothing bank, a free breakfast club and toast for all children in the morning. Children in the rights respecting leadership group have contacted local businesses to secure food donations for families. Supported by the Parent Council, reading ambassadors have organised free book swap boxes across the school to encourage reading for enjoyment at school and at home. The LGBT+ group have added books into the school and class libraries that celebrate diversity and different identities.
- Senior leaders take a strategic and collaborative approach to managing the cost of the school day. They are proactive in applying for grants, funding and sponsorship to reduce or remove costs. This ensures that financial challenges do not prevent any children from participating fully in activities. Senior leaders have identified correctly the need to involve stakeholders further in decision-making about the use of PEF and participatory budgeting.
- Senior leaders have recently introduced improved processes to track and monitor the progress of all children, including those who have barriers to learning or experience disadvantage. Class data profiles include action to be taken for children receiving targeted support. These improved processes are helping staff to identify individual gaps in learning and plan appropriate targeted interventions for children supported by PEF. These interventions are supporting senior leaders and staff to close the poverty related attainment gap. Moving forward these plans should include actions for children who are ahead of their expected CfE level. Senior leaders should strengthen their strategic role in identifying the overall attainment gap and continue to direct targeted interventions to further reduce identified gaps.

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.