

Summarised inspection findings

Rashielea Primary School

Renfrewshire Council

26 August 2025

Key contextual information

Rashielea Primary School is a non-denominational school serving the area of Erskine. The school roll is 156 children, arranged over seven classes. The leadership team consists of a headteacher and depute headteacher. Across the school, 10% of children reside in Scottish Index of Multiple Deprivation deciles 3 and 4, 62% reside in deciles 5 and 6, and 24% reside in 9 and 10. In P6 and P7, 18% of children are registered for free school meals. In March 2025, just over one third of children are recorded as having an additional support need.

1.3 Leadership of change	very 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 school's vision and values of kindness, respect, honesty, responsibility and ambition are embedded within the life and work and of the school. The school vision, values and aims underpin the very positive ethos and forms the basis of the school rationale for improvement. Through meaningful shared leadership at all levels, children and staff work collaboratively to ensure their vision and values are lived. All staff model the values through everyday interactions which underpin the school's culture and relationships-based approach. Children talk confidently about the school values which they promote very well. Children and staff are clear about how the values maintain and improve the 'Team Rashie' community and very positive ethos in the school.
- The headteacher's very strong strategic leadership is highly effective. Her supportive, reflective and carefully considered approaches for inclusion and equality have features of excellence. Across the school children understand fairness and equality. She is instrumental in creating and embedding a culture where all members of the school community are empowered and confident to be active and collaborative leaders of change. She is supported by a highly effective depute headteacher and their leadership is a major strength of the school. The senior leadership team work very well together and they provide strong direction and manage the pace of change very well. Staff value senior leaders' clarity, challenge, support and guidance. Almost all staff are initiating and leading change which is leading to improved outcomes for children. Staff and parents have great confidence in the leadership of the school, with almost all agreeing that the school is well led.
- Across the school there is a clear vision for change and improvement. Staff are involved very effectively in the school's self-evaluation activities and demonstrate a strong shared understanding of strengths and areas for improvement. Senior leaders consult with children and their parents regularly in a variety of ways including through surveys and pupil focus groups. Almost all children confidently and articulately share their views, which contribute to school improvement. For example, children contributed their views to improve their classroom environments and transitions from home to school in the morning. Staff are well placed to continue to build further on the contributions children make to influence school improvement.

- Senior leaders actively encourage staff to try new initiatives and share effective classroom practice to improve outcomes for children. All staff feel very well supported by senior leaders and benefit from strong collaborative teamwork with their colleagues. They engage very well in professional learning, reading and development. Teachers have engaged in research to support improvements to learning and teaching. For example, they have attended professional learning sessions and used evidence from professional reading to bring about changes in their classroom practices across the school to raise attainment and achievement. Teachers evaluate the impact of professional learning on their own practice regularly using the General Teaching Council's professional standards. They confidently and effectively share their professional learning with colleagues. Teachers participate in peer visits within the school and also in other establishments to observe and discuss practice.
- Staff leadership contributes to a very high standard of creative and innovative learning, teaching and support for learning across the curriculum. All staff have developed an inclusive, nurturing and caring ethos across all parts of the school community. They take on leadership roles in digital technology, literacy, Science Technology Engineering and Mathematics (STEM), sport, communication, nurture, play, intergenerational partnerships, outdoor learning, supporting learners and wellbeing. A few teachers have shared effective practice within the school setting and with cluster schools. Teachers demonstrate clearly the impact of their area of responsibility through practitioner inquiry including reflections and survey evidence. Impact from the leadership roles is measurable within the school improvement plan and leads to creativity, innovation and raised attainment for children across the school. All children are supported and encouraged to achieve success by school staff.
- Pupil support staff have engaged very well with a variety of training opportunities including nurture, play-based approaches to learning, relational approaches and adopting strategies to support learners who face barriers to their learning. Through working very closely with class teachers, they help enhance learning and teaching approaches and support children very well in their learning.
- All staff and children have worked collaboratively to design and implement class charters as part of the school's commitment to create a climate where children's rights are the foundation of learning. Children's rights are understood and are evident in almost all interactions amongst children, and between children and adults. This has created an ethos where children's views are highly valued and children experience a genuine voice in daily school life, decision making and learning.
- All children enjoy meaningful and inclusive leadership roles which promote their personal interests and skills. These include Values Champs, Rights Respecting Schools committee members, Playground Buddies, Grand-Buddies, Lunchtime Club leaders and Junior Road Safety Officers. This improves the ethos of the school environment as children feel involved in decisions which affect them. As a next step, senior leaders and teachers should clearly identify the skills children are demonstrating by participating in these leadership roles.
- Almost all staff have a clear understanding of the social, economic and cultural context of their children and families. They use this information effectively to provide families with sensitive support as required. The headteacher shares ideas with the chair of the Parent Council about how Pupil Equity Funding (PEF) could be used most effectively within the school to improve outcomes for children. The headteacher and staff could make use of participatory budgeting approaches to involve further parents and children in allocating this fund.

2.3 Learning, teaching and assessment

very 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

- Senior leaders and staff work very well together to ensure children remain at the centre of their work. They use well-considered strategies and resources to create nurturing learning environments that support all children to learn. The ethos and culture of the school reflects a commitment to children's rights alongside high quality relationships. Children and staff are welcoming and very proud of their own achievements and those of the school. Children enjoy coming to school. They are highly motivated to learn with high expectations of themselves and others.
- The headteacher and staff have a relentless focus on enhancing learning and teaching to meet children's learning needs. This has included embedding rights-based learning and supporting children's emotional wellbeing and skills in regulation. Senior leaders and staff have created a highly inclusive environment where children are very well supported to succeed. For example, senior leaders and staff reviewed transitions for children on entry to school, between lessons, break times and leaving school at the end of the day. They changed daily routines and provided additional resources in classrooms such as visual timetables to clearly signpost key learning times in the day.
- The physical changes to the environments alongside planned and progressive social and emotional development makes a positive difference. Children across the school behave very well. Learning environments have carefully designed spaces for children to work as individuals or in groups. Each classroom base has direct access to the outdoors and children routinely access resources to help them learn. There are areas for children to reflect on their emotions and understand how they are feeling. This links very well to the planned programme that's embedded within the school to develop children's alternative thinking strategies. In a few instances where children demonstrate dysregulated behaviour, they are skilled in accessing resources and strategies to help them to regulate their emotions.
- Across the school, children engage very well in high-quality, stimulating learning activities. They are successful in their learning, confident with their contributions and demonstrate high levels of motivation. They work well independently on tasks and activities and are empowered to make choices about how they learn while teachers engage in teacher led activities with other children in the class. The teacher also makes themselves available at the direct teaching table for children to seek additional help. Teachers take very good account of children's interests when planning tasks and lessons. Children demonstrate creativity when problem-solving in learning that is joyful and purposeful.
- In all classes, teachers and children have regular, effective learning conversations which develop children's skills for learning, life and work. Of note is children's metacognition about learning and their ability to reflect. Children effectively use their highly developed vocabulary to understanding the progress that they are making and what they need to do to succeed.

Children make well-thought through decisions about when to persevere with tasks or seek support from a peer or an adult. Children participate confidently and offer meaningful contributions during collaborative tasks. They are respectful and encouraging during pair and group discussions. They build on each other's strengths through highly effective and respectful interactions.

- Overall, the quality of teaching is of a high standard across the school. Almost all teachers provide clear instructions and explanations during lessons. They ensure that children are clear about their prior learning and how this relates to current learning. Teachers use a range of skilful questioning techniques to check for children's understanding and extend their learning. Most teachers are highly responsive to children's needs and adapt their teaching and content very well throughout each lesson. Of note is the way children's independence as learners enables them to self-refer for additional support from teachers or other adults in the room.
- Teachers skilfully plan learning that includes the highly effective use of digital technologies. For example, teachers plan each child's tasks and activities online through a digital application. Each child accesses their task using a digital device. They capture their learning online using video, photographs or online applications which they share with their teachers. Teachers review the learning against each child's individual target and provide high quality feedback. Once the learning is reviewed it is automatically shared with parents.
- The highly effective approach to play and inquiry-based learning is a strength of teacher's pedagogy. Children across all classes enjoy and benefit from progressive and developmentally appropriate approaches to play. Play-based learning experiences support younger children to be creative, develop social skills and explore new concepts. From P3 through to P5, teachers skilfully support children to learn through inquiry approaches, think critically and investigate. At P6 and P7, children develop independent analytical skills as they adopt a research-based approach to their learning. Staff link play and inquiry learning to the school's skills framework very well and help children to make connections. Children talk confidently about how their learning helps them to develop new skills.
- Teachers make highly effective and daily use of outdoor environments to enhance children's learning. The very effective programme of outdoor learning provides children with opportunities to take part in high-quality experiences through outdoor learning and learning in the outdoors. The calendar for outdoor learning programme ensures very well considered progression and experiences building on children's prior knowledge. Planned experiences are inclusive, engaging and enables children to explore, problem solve and apply their imagination and creativity. Children are highly motivated by their experiences in the outdoors which deepens their knowledge and understanding of nature, STEM and improves their wellbeing.
- Teachers use information from assessments well to make accurate professional judgments about children's achievement of Curriculum for Excellence (CfE) levels. They make effective use of a broad range of summative, diagnostic and ongoing assessment to understand children's strengths and progress in learning. Teachers engage in moderation activities together and with colleagues from cluster schools. They are continuing to develop approaches that build on their secure understanding of standards through gathering evidence proportionately to show children's progress. Teachers feedback regularly to children about their progress and plan effective approaches for children to engage in self and peer assessment. Children demonstrate highly developed and sophisticated skills of self and peer assessment. They can describe their own learning needs and where to go for support very effectively.

- Teachers use progressive frameworks well to plan children's learning in almost all discrete curriculum subjects and for interdisciplinary learning, such as STEM. They plan high-quality lessons and experiences with creativity and enthusiasm. Senior leaders should support teachers to use this effective approach to planning across all areas of the curriculum and eradicate the need to follow commercial programmes in a few areas of learning.
- Senior leaders have developed a helpful whole school overview that shows children's progress in literacy and numeracy over the session. Teachers record children's progress and attainment effectively over time taking account of a range of resources. In collaboration, teachers and senior leaders use this information to inform target setting, learning conversations and to plan learning for individuals and groups of children very well. The overview shows children progress very well throughout the year. The headteacher is in the process of streamlining the tracking data for reporting purposes to make it more meaningful and succinct.

2.2 Curriculum: Learning pathways

- Children enjoy and benefit from a range of high-quality learning opportunities, including those developed with a range of partners. Teachers use progression pathways very well to plan and assess children's learning for almost all curriculum areas. This approach ensures children explore and develop knowledge and skills appropriate for their age and stage. These experiences align very well with skills development of the four capacities of learning. Moving forward, teachers need to ensure that planning reflects the high-quality experiences children receive through the context of the ethos and life of the school and their personal achievements.
- All children receive their entitlement to two hours of high-quality physical education (PE) every week. PE takes place both indoors and outdoors in the school grounds. Staff and children run a wide variety of extra-curricular sporting activities that enhance PE and physical activity. Working together, the school community has achieved a gold award from the national agency for sport which highlights their achievements in this area.
- Children at all stages learn French well as a modern foreign language. Other languages and modes of communication are explored as part of children's interdisciplinary learning. Senior leaders and staff should now develop a comprehensive plan for language learning in line with the national 1+2 languages policy.
- Teachers provide children with learning about faith, beliefs and morals through implementation of the religious and moral education (RME) progression pathway. Staff are well placed to create an overview of RME contexts showing the breadth and balance of world religions. Children lead the weekly assemblies which include well-planned opportunities to celebrate religious festivals with the school community.
- Children access a range of books, both in the classroom and from the central school library. This supports children to read for enjoyment and helps to develop their reading skills. Rashielea Primary School has been awarded a national recognition award for their effective approaches to developing children's enthusiasm for reading.

2.7 Partnerships: Impact on learners – parental engagement

- Parents have highly positive and productive relationships with the school. They comment favourably on the many opportunities available to them to be involved in the school and that staff know individual children very well. They feel welcome in the school and enjoy regular opportunities to learn alongside their children. Parents have contributed to STEM lessons through attending classes and speaking about their chosen careers. They feel staff are approachable and that they can discuss all aspects of their child's social, emotional and learning needs.
- Parents engage with their children's learning effectively through the school's online platform. Children and teachers use the platform on a daily basis very well to share targets, learning, homework, assessment information and to celebrate success.
- The Parent Association work very closely with children and staff. They ask the school and children what they need and raise funds to support their requests. Recent fundraising has provided wet weather clothing, P1 school bags and P7 ties for high school. Children talk about their positive work with the parent association and feel that their ideas are listened to and acted upon.
- The Parent Council works very closely with school staff engaging in open and honest conversations about what is working and what needs to improve. They meet regularly and ask for and act on ideas. The Parent Council has developed closer links with Parent Councils across the associated schools group. Parents feel encouraged to volunteer and use their strengths and talents to support the school.

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. At the time of the inspection, there were no identified areas for development.

3.1 Ensuring wellbeing, equality and inclusion

very good

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Staff and children have worked collaboratively to develop a very strong ethos of inclusion, based on children's rights, that permeates the life and work of the school. Staff's extensive knowledge of children as individuals, their personal strengths, talents and consistent approach to nurturing children's wellbeing is a very strong feature of the school. The whole staff team works very effectively together valuing children and developing them as individuals. Staff share their highly effective approaches to wellbeing and inclusion with colleagues in other schools.
- Senior leaders and staff place very high importance on children and staff wellbeing as a key driver to raise attainment and achievement. Pupil voice is highly valued and a key driver for change. Well-established systems including the use of How Good is OUR School ensures that gathering children's views is embedded within practice. Children in school feel safe, cared for and know that their contributions are important to the life and work of the school as a whole. Children and families joining the school comment on the highly effective support their child received during the transition into the school. The staff team's inclusive approaches across the school are highly effective. This is impacting very positively upon children's wellbeing, attendance, attainment and achievement.
- Children benefit from strong supportive relationships with each other and with staff. Creative, child-led strategies ensure that children's individual needs and interests are responded to very positively. This includes the inter-generational partnership with the local care home, Rashie chicken, therapy and harnessing children's interests and talents to organise and lead clubs during break times. Children understand the wellbeing indicators and what this means to them as an individual. This is demonstrated through daily interactions between children and staff. Almost all children show very high levels of self-esteem and emotional wellbeing. The school recently received a nationally recognised award for their work on rights-based learning. Children articulate very effectively their highly developed understanding of their emotions and demonstrate highly developed social and emotional skills. They know how important it is to make choices about their actions.
- Developing children's critical reasoning skills is a key driver for improving behaviour in the classroom and reducing interruptions to learning. Conflict resolution is embedded within the school's highly nurturing and supportive environment. Across the school, almost all children demonstrate a sophisticated understanding about resolving conflict through situation analysis. Children confidently self-refer to teachers or support staff if there has been a disagreement in the playground or classroom which needs resolved. They are given time by staff to independently work through a series of visual prompts in the 'green folder' that scaffold conversations about what has happened, why the disagreement occurred and possible solutions. As a result of this approach, alongside the highly nurturing ethos in the school, the number of children showing emotional distress or involved in conflict has reduced significantly over the past year. Support staff feel empowered to support children effectively during break

times. Of note is the significant improvement in relationships and behaviour across the school and the reduction in senior leader's involvement in conflict resolution.

- Across the school there is clarity on approaches to anti-bullying that are embedded within the highly effective nurturing and caring ethos. As a result, children feel that approaches to anti-bullying are highly effective in the school. Staff and children implement these approaches consistently in their daily interactions, their approach to learning and through the highly respectful relationships across the school. Children are empowered to challenge behaviours that are not respectful in the playground or in classrooms through the very high expectations they have of themselves and of others in the school.
- Staff develop very well children's social and emotional learning skills which impact on children making positive choices in their attitudes and behaviour. They place a very high value on children's mental health. Teachers also place high importance on the wellbeing indicators during regular learning conversations about children's progress across the curriculum. Staff use these conversations to listen to children and proactively support each child's wellbeing and mental health sensitively. Almost all children know that they can approach an adult if they do not feel safe and that they will be listened to and supported.
- Senior leaders and staff have a very clear understanding of their statutory duties. They demonstrate high-quality approaches to meeting children's needs, wellbeing, equality and inclusion. Approaches to remove barriers to learning and support children with additional support needs are embedded very well within universal approaches to learning and teaching. Senior leaders and staff track and monitor children's progress rigorously during interventions to ensure these planned supports are effective. Parents of children with additional support needs are involved fully in meetings to evaluate children's progress and plan next steps. These meetings ensure that both children and parent's voices are listened to and acted upon.
- All staff participate in internal and external professional learning which informs their daily practice very effectively to support inclusion. Partners such as an educational psychologist share their knowledge with staff as and when required to support individual children or provide professional learning. Children with additional support needs make very good progress in their social and emotional development and their wellbeing. The school can demonstrate high numbers of children now working successfully alongside their peers who previously received short term intensive staged intervention support for their dysregulated behaviour.
- The headteacher places a relentless focus on inclusion and equality for all children in the school through sustainable approaches. Staff share the vision for inclusion and together as a team, they continuously review and improve approaches to promote inclusive practice. Staff deliver a highly effective and very well-planned health and wellbeing curriculum that takes account of CfE experience and outcomes. The very effective approach is implemented both through discrete learning experiences, across learning in IDL and through their daily interactions with children. Children lead and promote wellbeing in their daily interactions. They have a clear understanding of the wellbeing indicators and make informed decisions about their wellbeing and can identify their own strengths and areas for improvement. Of note are their highly developed skills in restorative conversations.
- Across the school children demonstrate high levels of understanding equality, diversity and challenging discrimination in their daily lives. They can discuss confidently challenging issues relating to unfairness and children's rights. This results in a very strong sense of belonging.

children feel valued and demonstrate very high levels of tolerance and respect for each other.

3.2 Raising attainment and achievement

very good

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

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

Attainment in literacy and numeracy

- Overall, attainment in literacy and numeracy is very good. Almost all children are on track to achieve expected CfE levels in listening and talking and numeracy. Most children are on track to achieve in reading and writing. Across all levels, a few children are exceeding expected levels for literacy and numeracy. Children who require additional support for their learning are making very good progress towards their individual learning targets.

Attainment in literacy and English

- Overall, children make very good progress from prior levels of attainment in literacy and English.

Listening and talking

- Almost all children speak articulately when talking to adults and each other. At early level, most children listen attentively to teachers' instructions and stories. At first and second levels, almost all children express their ideas and opinions confidently. At second level, most children apply and extend their listening and talking skills very well through their school leadership roles. A few children could apply their skills more effectively during council discussions and debates.

Reading

- Across the school, almost all children demonstrate an enthusiasm of reading. At early level, most children use their knowledge of sounds, letters and patterns to read simple words. At first level, almost all children read aloud a familiar piece of text well and add expression. Most children discuss and share their views on characters, setting and writers' use of language with growing confidence. At second level, almost all children read with fluency using appropriate pace, expression and tone. They demonstrate their understanding through discussions about their texts. Older children need to apply their reading skills more effectively across the curriculum.

Writing

- At early level, most children write simple sentences successfully using finger spaces, capital letters and full stops. They form their letters correctly. At first level, almost all children write stories using appropriate structure and making interesting word choices. Most children write at increasing length in a variety of genres and use punctuation accurately. At second level, almost all children write effectively across a variety of genres and for a range of purposes. A few children are exceeding expected writing outcomes, using increasingly sophisticated sentence structures and vocabulary. Across the school, a minority of children require further support to apply their writing skills when creating extended texts across the curriculum.

Attainment in numeracy and mathematics

- In numeracy and mathematics, most children make very good progress in numeracy and mathematics.

Number, money and measure

- At early level, most children form numbers correctly. Almost all children count forwards and backwards within 20 and a minority of children within 50. They are increasingly confident using a variety of strategies for calculating addition and subtraction problems. Almost all children know how to show times on an analogue clock and have an understanding of measure, using comparative language. At first level, almost all children count in multiples of 2, 5 and 10 and multiply by 10 and 100 competently. They solve simple missing number calculations accurately. At second level, most children add and subtract decimals, up to two decimal places. They multiply decimals by 10, 100 or 1000 with confidence. Most children have a sound understanding of money and how to budget within a given amount. Across the school, children are developing their proficiency in problem solving using learnt strategies. At second level, children are becoming particularly adept at using problem solving skills.

Shape, position and movement

- At early and first levels, almost all children use appropriate language to describe a range of two-dimensional shapes and three-dimensional objects. At second level, almost all children can describe the properties of three-dimensional objects. They identify a range of angles within shapes in the environment.

Information handling

- At early level, all children are developing their understanding of how information can be displayed in a pictogram or simple graph. At first level, almost all children gather information about aspects of class contexts and use this to create bar graphs. They create well-considered questions when discussing this information. At second level, almost all children are developing a strong understanding of line graphs and how to describe, classify and interpret these. Across all classes, children develop their information handling skills through meaningful activities across the curriculum.

Attainment over time

- High standards of attainment across the school have been maintained over time. Overall, attainment in literacy and numeracy has been in line with or above comparator and local authority averages at P1, P4 and P7. Individual children sustain their early levels of achievement from P1 through to P7. A few children with additional support needs are making very good progress attaining and achieving their individual targets.
- Senior leaders have robust procedures in place to monitor and track attendance, for the whole school and for individuals who are at risk of poor attendance. Senior leaders ensure there is regular communication between the school and families to provide support and help to improve children's attendance. Last session, the school's average attendance level in 2023/2024 was 94.7%. At the time of the inspection, the school's average attendance level was 95.07%, which is slightly higher than the same time last year. There have been no exclusions in this academic year. There are no children on a part-time timetable. Attendance is consistently above the national average. The deputy headteacher is continuing to implement and review strategies to improve a cohort of children with persistent low attendance.

Overall quality of learners' achievements

- Children speak enthusiastically and confidently about the skills they are developing through their learning and achievements. They can identify and give very appropriate and relevant examples of using and developing the school's '5 Cs', communication, curiosity,

collaboration, creativity and creative thinking. They demonstrate their skills as responsible, caring citizens through their involvement in a partnership project with a local residential care home. They build relationships, show empathy and understanding and become more confident. P7 children are successful in leadership and 'Champs' roles. For example, a few children secure positive change for their school as Junior Road Safety Officers or support other to communicate as 'Makaton champions'. Older children show initiative and apply their collaboration and cooperation skills well.

- Staff celebrate children's achievements in and outwith school through assemblies, 'Golden rule' awards, displays and the school's digital platform. Children are proud of their own and others' achievements. They talk about how these successes support the strong sense of belonging they feel at school. Children speak proudly of the whole school awards received for reading, sports, children's rights and nurture.

Equity for all learners

- Senior leaders use PEF to fund staff who provide support to targeted children. These supports include additional staffing to release the depute headteacher from class to support improved attendance. Senior leaders' well-considered use of PEF is helping to improve attendance, raise attainment and reduce gaps in children's literacy and numeracy skills.
- Almost all staff have a strong understanding of the range of barriers children may face in their learning. Senior leaders ensure staff are aware of key issues which may affect children's progress including their socio-economic circumstances. The headteacher identifies and actions ways to support families with the cost of the school day, guided by local authority policy. For example, staff have introduced a uniform recycling bank to support families and promote sustainability. Staff link with the local foodbank to provide support for families who would benefit from this during periods of financial difficulty. Children and families receive well planned support.

Practice worth sharing more widely

Children working independently and knowing themselves as learners including the use of digital technologies.

Through self-evaluation, the headteacher identified the need to improve children's skills as reflective learners. She reviewed teacher's approaches to planning learning and identified the opportunity to develop children's independence through digital technologies. Collaboratively staff identified efficient approaches to plan each child's daily learning with individualised success criteria. Children participate in class lessons and access their personalised targets on digital devices. They work independently on their tasks while teachers engage in teacher led activities with other children in the class. The teacher also makes themselves available at the direct teaching table for children to seek additional help.

Children access a range of resources in the class to complete their learning. This includes support staff, the class teacher, visual displays on walls, books or online websites. They can work with peers or as individuals and record their learning through video clips, green screen, photographs or online applications. Each child uploads their learning evidence for each target which the class teacher reviews. Once the class teacher provides online or face to face feedback to the child, the evidence and feedback is automatically shared with parents.

Children's skill in knowing themselves as learners is a very strong feature across the school. They are highly articulate and participate daily in a wide range of self-reflection activities. Their highly developed skills of self and peer assessment are sophisticated and they can describe their own learning needs and where to go for support very effectively. Children will initiate a learning conversation with the class teacher and are aware fully of their individual pathways for learning. Their tasks and activities are accessed via tablets or laptops where they manage their own learning over a period of time and share a minimum of three learning posts daily with their teacher. Their teacher reviews the child's work and it is automatically shared with parents.

Outdoor learning and the use of the outdoors for learning.

Through effective self-evaluation, staff identified opportunities to engage children more effectively through outdoor learning and learning outdoors. Each class has two timetabled outdoor learning sessions each day and regular opportunities for PE outdoors as well as many cross-curriculum experiences. The approach is fully embedded within all teacher's plans as well as delivered weekly by a specialist. Staff use of the outdoors for learning has been captured as a case study and shared previously by Her Majesty's Inspectors. School staff from other schools nationally visit the school and observe the highly effective approaches in the use of the outdoors for learning.

Children participate in high-quality outdoor learning experiences The very effective programme links very well to Curriculum for Excellence objectives and deepens children's knowledge in specific subject areas. Learning is also linked to:

- The Global Goals and Rights of the Child
- The effect that humans and their behaviour have on the environment
- Sustainability issues in the environment, e.g. recycling
- How people's lives and livelihoods depend upon the environment
- Conservation and the importance of protecting the environment
- Environmental issues and the conflicts they can cause
- The range of habitats in the local area
- The dangers in the local area
- Life within and outside of the local area

The calendar for outdoor learning programme ensures progression and experiences building on children's prior knowledge. Staff now routinely plan learning on a daily basis for the outdoors as part of their planned approaches to learning.

Staff evaluations indicate the positive impact outdoor learning has on relationships, wellbeing and attainment. The planned activities provide opportunities to develop their skills, knowledge and understanding across curricular areas and to succeed and achieve in the wider sense. Pupil wellbeing survey shows almost all children feel they benefit from being outdoors, regardless of the weather. Planned experiences also link to developing children's four capacities.

Innovation and creativity

The highly effective leadership of the headteacher and depute headteacher led to high quality improvements in whole school approaches to learning and teaching based on educational research. The headteacher used agile leadership approaches to focus on what really mattered in the school to bring about improvements. As a result, staff collectively rationalised improvement plan priorities and focused on creative approaches to problem solving issues as a team. Time was given for staff to innovate and improvise supported by a framework that ensured consistency in learning, teaching and assessment and maintaining standards.

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.