

Summarised inspection findings

St David's RC Primary School

Midlothian Council

16 December 2025

Key contextual information

St. David’s RC Primary School and early Learning Centre (ELC) is a Roman Catholic school located in Dalkeith in Midlothian. At the time of inspection, the school roll was 189 children arranged over seven classes from P1 to P7.

The school has experienced significant challenge in securing permanent school leadership. Over the previous five academic sessions, the school has been led by five headteachers. The current substantive headteacher assumed post in December 2024. At the time of inspection, the depute headteacher post remained vacant. A depute headteacher has been appointed and will join the school team in mid-October 2025.

In session 2023/2024, school attendance was 92% which is in line with the national average. At the time of inspection, the majority of children reside in Scottish Index of Multiple Deprivation (SIMD) deciles 4 and 8. Children who reside in all SIMD deciles 1-10 attend the school.

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 headteacher focuses very clearly upon establishing and sustaining warm, caring and nurturing relationships amongst children, parents and staff. She works supportively with children, parents and school partners, to refresh the school values of kindness, loyalty and responsibility. Children discuss school values regularly in school assemblies and refer to them in learning displays across the school. These values underpin the school awards systems including house points, ‘Best Seat in the House’ and ‘Greatest of All Time’ awards. As a result, almost all children understand these values and demonstrate them consistently in their interactions. Children discuss further the school standards of being ready, respectful and safe and how these help them to be successful in their learning both in school and the local community. These values and standards are embedded in the life and work of the school.
- Led effectively by the headteacher, there are strong, co-operative and purposeful relationships between staff, children and parents which support improving outcomes for children. The headteacher and staff identified correctly and reviewed appropriately the strategic priorities for improving the work of the school. This work, although still in the early stages, is having a significant impact upon creating a positive ethos across the school community. As a result, the headteacher has gained the confidence and trust of staff, children and parents. Building on this positive start, the headteacher and staff are now able to ensure the school’s values and positive relationships underpin plans to create a curriculum framework for the school. This framework should continue to focus very clearly on the shared vision of continuous improvement, raised attainment and opportunities for wider achievement.
- Staff identified the need to develop effective systems and procedures to build consistency and a shared understanding of the school’s improvement priorities. To support this, staff introduced

a comprehensive collegiate calendar to ensure robust and accurate evaluation of the school's strengths and improvement needs. Importantly, this collegiate structure ensures time for all staff to engage in meaningful professional dialogue about learning and teaching, planning, tracking and monitoring. As a next step, staff should now consider how they ensure learning from their professional dialogue transfers consistently into improved experiences for all children across the school.

- The now established culture of collegiality supports staff to work well together. This session, improvement priorities focus correctly upon improving learning, teaching and assessment and raising attainment in literacy. Additionally, staff plan further improvements to develop inclusive learning environments and universal supports offered to children and families. As the headteacher has rightly focused upon building the school's ethos, many of these improvement activities are in the early stages of development. Early analysis of evidence suggests that recent changes are having a positive effect on children's outcomes. The headteacher now needs to ensure the pace of change is manageable. To do so, the headteacher and staff have developed a three-year overview for their improvement work.
- All staff are committed to continuous professional learning. Staff speak enthusiastically of the impact of collegiate improvement work with the local authority raising attainment team upon their classroom practice. Staff continue to embed the established culture of teacher leadership which is evident across the school. For example, teachers lead areas of learning such as literacy, numeracy, nurture, digital literacy and health and wellbeing. Staff leadership is strengthened further by highly-skilled and committed support staff who lead successful interventions to support children and families. The headteacher includes teacher leadership opportunities in regular professional review and development activities for all staff. These activities support strategic school improvement priorities well. Staff are rightly proud of the impact their shared leadership of learning is having on building consistency across the staff team and improving outcomes for children. An example of this is the school's work to create a culture of reading leading to increased attainment for children across the school.
- The school team now needs to move forward together with a shared sense of purpose. To promote consistency and sustainability, staff take collective responsibility for inducting new colleagues into the school. This approach supports a shared understanding of 'The St David's Way', which clearly outlines expectations, processes, and procedures. Staff plan to include this information in a new handbook to further strengthen induction arrangements. This collaborative work is helping staff to evaluate more accurately the school's strengths and areas for improvement.
- Through participation in decision making groups such as House Captains, Citizenship Captains, Health & Wellbeing Leaders and Planet Protectors, children now undertake successfully responsibilities in improving the work of the school. Staff and children work together to agree priorities for these groups and create action plans to support improvement and measure impact. For example, pupil groups worked recently to improve how the school recognises and celebrates achievement through its awards procedures. Children fulfil very successfully roles as lunch hall and playground monitors role-modelling fully the school values as they do so. Older children support younger children through regular shared learning activities. This develops further older children's sense of responsibility and care for younger members of the school community.
- The headteacher and staff focus clearly on strengthening partnerships with local and national groups. For example, the school benefits from purposeful partnerships with cluster schools, sporting bodies and local play organisations. These offer children valuable opportunities to experience wider achievement. Positive relationships with the local parish church provides sensitive pastoral support for children and families. School chaplains speak very positively of

the role the school plays in the local parish community. For example, children participate regularly in church services and celebrations and work successfully to support parish charities.

- All staff have a very sound understanding of the socio-economic context of the school. They provide sensitive support for children and families who may need support due to financial challenges. The headteacher uses Pupil Equity Funding (PEF) appropriately to provide additional staff who deliver well planned and targeted interventions for children who require additional support. They discuss with parents how this funding is used to help close the school's poverty related attainment gap. They recognise there is scope to involve parents more fully in decision making about how these funds are allocated.

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

- Positive relationships are evident between children and adults and among children. Almost all children work well as individuals, in pairs and as members of larger groups. They interact well with each other as they undertake learning tasks together. Staff use praise sensitively to build children's self-confidence. As a result, almost all children behave and learn well. They are welcoming, polite and eager to talk about their learning.
- In most classes children's learning is relevant to their age and stage. Most children learn in hard-working and well-focussed classes. They are keen to learn and engage well in lessons. Across all stages, a few children need more direction to listen well to adults and to their peers. This will help them to learn well and minimise distraction to others. Staff use effectively the St David's lesson map to provide children with a recognised structure and routines for learning across the school. In most classes, teachers help children to recall prior learning to be ready for their next steps. At the end of lessons, most teachers support children well to reflect on their learning and identify clear next steps for improvement.
- In all lessons, teachers share the purpose of the learning and explain what children need to do to be successful. In most lessons, teachers refer to this frequently, supporting children to evaluate better their progress and understanding. In a few classes children use this information well to identify effectively their own next steps in learning. This effective practice should be extended to all classes to help empower children to take greater ownership of their learning.
- In most classes, environments for learning are organised and purposeful. Across the school, displays reflect children's involvement in the wider life of the school. Moving forward, the headteacher, teachers and children should work together to ensure that all displays reflect children's work that is of high quality. This should help children understand better what good work looks like.
- Teachers need to increase the pace of learning to better meet the needs of all children. In most classes, children could start independent learning activities more quickly. Led by the headteacher, staff should focus on maximising learning time for all children. Whilst teachers plan well for learning, a few children across the school require more challenge to sustain their motivation and engagement in learning. Support staff are deployed well to help children achieve.
- Across the school, children use digital technology effectively to support learning. Children use a range of applications and programmes confidently to enhance their learning. Teachers use interactive boards effectively to introduce lessons, model learning and record children's contributions. Across the school, children confidently use interactive board programmes and

activities to reinforce key learning concepts and practise newly acquired skills. Staff use digital platforms well to share children's learning with parents.

- In most classes, teachers use questioning well to check children's learning and understanding. In a few lessons, teachers use questioning to challenge children's thinking, supporting the development of higher order thinking skills. In most classes, teachers support children to identify and evaluate skills they use across different contexts for learning (meta-skills). As a result, most children can explain the skills they are using and developing in their lessons. Teachers leading on improving meta-skills are developing progressive frameworks to support children's acquisition of these skills. Once implemented, staff should use these to engage children further in high quality learning conversations.
- All teachers provide helpful verbal feedback to children about their learning. This is most effective when teachers explicitly link feedback to the intended learning and the skills being developed. Teachers now need to ensure that all children receive high-quality written feedback on their work. This should help children identify better what they have done well and what they now need to improve.
- Teachers across early and first level are developing their understanding of play. In doing so, they engage purposefully with the local authority Play Pedagogy Network. This is supporting well the provision of quality play activities for children. Teachers at first and second level are developing shared approaches to planning play. As a next step, teachers should consider how best to use spaces across the school to provide engaging and challenging play experiences for children.
- Teachers use a wide range of assessments well to help evaluate and track children's progress. These include local authority assessments for literacy and numeracy, commercial assessment frameworks, and National Standardised Assessments. In addition, they use a range of diagnostic assessments appropriately to identify barriers to learning and plan appropriate interventions to help children achieve success. The use of the recently introduced assessment calendar now ensures a more consistent and structured approach to assessing children's progress in literacy and numeracy.
- Most teachers use formative assessment strategies well to make accurate judgements of children's understanding. In a few classes, teachers use this information very well to adapt questioning and learning activities. Teachers should continue to develop further their understanding and use of effective planning to include a clear focus on what and how learning is to be assessed. This should ensure an appropriate balance of both formative and summative assessments. As they do so, they should consider how they will plan for assessment across the curriculum.
- Children use learning targets well to support their progress in literacy and numeracy. Teachers and children work effectively together to evaluate children's progress towards achieving these. Going forward, learning targets should meet more closely the needs of individual children. Children should be included more in the setting of these targets. This will help children understand better their learning and progress over time.
- Teachers plan learning well, over short, medium and long time scales, using local authority progression pathways for literacy, numeracy and health and wellbeing. Teachers are supported well by progressive frameworks and guidance for all other curricular areas. As a result, teachers' planning is becoming more consistent and focussed on improving outcomes for children. They plan well for individual, group and whole class learning. In most lessons, learning is planned at the appropriate level for most children. Teachers should now consider

how best to support children capable of achieving even more. The head teacher meets regularly with teachers to monitor progress and agree next steps for children. Moving forward, the headteacher and staff should continue to work together to increase children's opportunities to contribute to planning, leading and evaluating their learning experiences.

- The headteacher and teachers meet termly to discuss children's progress in literacy and numeracy. At these meetings they track effectively the progress of individual children, class groups and other cohorts. Teachers use assessment data well to plan appropriate interventions for individuals and groups of children who need further support to achieve. This provides the headteacher with a strategic overview of the progress of all children, including those who are working beyond national expected levels.
- Teachers moderate children's learning and pace of progress with colleagues from the associated schools group. They use this professional learning effectively to strengthen teaching practice, target setting and evaluation of the quality of children's writing. In addition, teachers' use of moderation is helping to support better their judgement of achievement of Curriculum for Excellence (CfE) levels. To secure confidence in teachers' professional judgements further, the headteacher should increase the scope and frequency of internal moderation activities.

2.2 Curriculum: Learning pathways

- Staff, children and parents work effectively to update the school's current curriculum to reflect more fully the school's values and its unique context. The recent curriculum café supported well the school community's plans to develop further a comprehensive, responsive and inclusive curriculum. As this work progresses, staff should ensure a structured and progressive programme for outdoor learning experiences.
- Teachers plan using local authority progression pathways and school frameworks in literacy, numeracy and health and wellbeing. In doing so, they take appropriate account of CfE experiences and outcomes and national Benchmarks. Children experience learning across all curricular areas. However, at present there is not sufficient breadth and balance across the curriculum. In particular, children require greater experience of learning which brings different areas of the curriculum together. This should be addressed as teachers review the overall curriculum.
- At all stages, children receive two hours of quality physical education each week, using indoor and outdoor spaces as appropriate. At present, children do not receive their full entitlement to learning in modern languages. All children learn French as their second language. In line with national guidance, the headteacher and staff should now, as planned, introduce Spanish as another modern language.
- Staff have established effective transitions throughout the school. All staff know children very well and use this knowledge to support progress in children's learning as they move through the school. Well considered planning supports children when moving from early years to P1 and from P7 into secondary school. Enhanced support is provided for those children who require it as they move from primary to secondary school. For some children with additional needs, planning for their transition begins in P6. Throughout their P7 year, children experience a very effective transition programme designed to meet their social, emotional and academic needs. All P7 pupils can participate in a residential experience with peers from their associated schools' group. This supports children well as they transition to secondary education.
- Staff are creative in their use of available space in school to deliver engaging learning experiences for children. As part of their work to create a culture of reading across the school community, staff and children should review resources in the school library and class reading areas. This will ensure an improved range of texts of different genres to support children's reading skills and foster a love of reading.

2.7 Partnerships: Impact on learners – parental engagement

- Parents benefit from warm and supportive relationships with school staff and appreciate their visibility and approachability. They speak very positively of the commitment of school staff and of the positive changes to school ethos influenced by the headteacher. Parents appreciate the opportunity to share in their child's learning through the recent 'curriculum workshop' and 'curriculum cafés'. These events provide parents with greater understanding of their child's learning and progress and of how they can support their child at home. Parents also benefit from regular updates about their child's learning through online platforms. The headteacher and staff are committed to strengthening further these relationships to deepen parents' support of their child's learning.
- School staff are very well supported by an active and engaged Parent Council. The Parent Council work successfully to raise funds to support purposeful experiences for children such as excursions, residential experiences and social events. As planned, the headteacher should work more closely with the Parent Council, supporting parents to shape the future direction of 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. 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

- All children learn in a warm, nurturing and inclusive environment. Children feel cared for and valued. All staff work effectively to promote the school's vision of 'enabling everyone to flourish'. Almost all children articulate clearly the agreed school values and talk positively about how these support their wellbeing. Staff have created helpful visuals and hand signals to help embed further the school values. All staff interaction with children is positive, supporting further a nurturing ethos. Almost all children are polite and well-mannered and treat their peers with respect. They interact well with each other and resolve any disagreements amicably.
- Most parents feel staff support well their child's emotional wellbeing and know them as an individual. Almost all parents agree staff treat their children fairly and with respect. Due to the school's 'trusted adult' approach, most children feel they have someone to talk to if they are worried or upset. This supports children well when facing challenges to their wellbeing. Most children feel staff help them to understand and respect others. All teachers across the school deliver well learning that develops children's understanding of their feelings and emotions. As a result, children are beginning to discuss their feelings openly with adults and each other.
- Children know and understand what the wellbeing indicators mean. Staff should continue to embed the language and relevance of all wellbeing indicators in children's experiences. This should help children relate these to their daily lives both in and out of school. Staff evaluate children's progress effectively using wellbeing indicators. This helps staff to understand fully children's wellbeing. Staff now need to involve children more in planning ways to improve their own wellbeing outcomes. This should support children to have a better understanding of their individual progress.
- All teachers use curriculum pathways well to plan learning that supports emotional wellbeing and physical education. In addition, staff use guidance from 'God's Loving Plan' well to support children's understanding of relationships. The headteacher should now review the health and wellbeing curriculum to ensure it includes all aspects of health and wellbeing. For example, children would benefit from more structured learning experiences related to food and nutrition.
- 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.

- Staff and children are proud of the bronze national accreditation they have achieved for their work on children's rights. Staff support children effectively to understand their rights as set out in the United Nations Convention of the Rights of a Child. Children develop class charters linked to children's rights and discuss their rights at assemblies. Consequently, children understand the actions they need to take to respect the rights of others. Teachers benefit from guidance set out in the children's rights progression. As a result, children have a more progressive understanding of their rights as they progress through the school.
- All teachers engage enthusiastically in professional learning to support inclusion for all children. For example, all staff extended their understanding of the impacts of trauma and neurodiversity upon children and families. Support staff engage successfully with relevant professional learning to improve interventions for individual and groups of children. Together, these approaches are having a very positive impact on the wellbeing and inclusion of children who need them. The headteacher updated recently the school's relationships and behaviour policy to include approaches to support children's wellbeing, equality and inclusion. Staff should now share this information more widely to ensure this policy is fully understood and adopted by all members of the school community.
- The headteacher and staff understand and fulfil well their responsibilities and statutory duties relating to child protection, wellbeing, equality and inclusion. Staff ensure appropriate interventions are in place for all children who require additional support with their learning and wellbeing. The headteacher introduced recently a whole school overview of children who may face barriers to their learning. As a result, staff have a more thorough understanding of the range of challenges children may be experiencing. The headteacher and staff use this information well to plan for meeting children's needs. All staff are proactive in identifying children who require additional support with their learning. Staff act promptly to address any identified concerns. They deploy additional support for learning staff effectively in classes and in small group settings to support children's wellbeing needs. Staff make relevant referrals to partners such as social work, play therapists and speech and language therapists, to help improve outcomes for children. Staff capture children's needs and targets in individualised child's plans during planning meetings. Consequently, most children who require additional support to achieve are making good progress. As a next step, staff should review targets in children's plans to ensure these are consistently specific, measurable and timebound. In addition, teachers should ensure targets are evaluated effectively. This should, in turn, help plan more robust next steps in learning.
- The headteacher and staff have recently reviewed supports for targeted groups of children. Children requiring the greatest levels of additional support are supported well through a range of in-class, one-to-one and group interventions. Staff introduced recently 'The Hub' to provide targeted interventions and ongoing, responsive support for children who need it. Staff working in 'The Hub' use an effective range of strategies to support children who feel upset, anxious or have experienced loss. These well-planned approaches support children to regulate their emotions and to feel included in decisions that affect them. As a result, children settle well and engage more regularly in classes. Moving forward, the headteacher should continue to identify and track more rigorously the overall impact of additional wellbeing support on specific groups of children. This should help them identify better the supports which are having the most positive impact upon children.
- A majority of children have an awareness of how protected characteristics are used to prevent bullying and discrimination. For example, children and staff benefit from work with local university partners to deepen children's understanding of disabilities. This work is supporting a more inclusive ethos amongst children. A minority of children feel the school does not deal well with bullying. To support this, the headteacher has updated the relationships and anti-bullying policies to ensure this fully encompasses a rights-based and discrimination free approach to

promoting positive relationships. As this work progresses, it should support all children to feel respected and included.

- Older children are developing well their understanding of equality and inclusion. This is supported effectively by the school's work on children's rights, such as celebrating the right to a nationality. As a result, children articulate well why it is important to treat everyone equally and they are committed to ensuring everyone is included. Staff encourage children to celebrate equality and diversity. All staff follow appropriate guidance to deliver Roman Catholic religious education. In doing so they ensure their commitment to inclusion, equality and diversity.

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

- Most children in P1, P4 and P7 achieve nationally expected levels of attainment in all aspects of literacy and English, and numeracy and mathematics. A few children across the school are exceeding nationally expected levels, particularly in reading.
- Most children who require additional support with 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, most children listen attentively to stories. They share confidently with others why they enjoy a particular story. Children talk with enthusiasm about personal experiences and what they are learning. At first level, most children speak well to others. They describe qualities required to engage an audience, for example, speaking clearly, eye contact and using interesting vocabulary. Teachers should ensure children use regularly these skills whilst presenting and sharing their learning. Most children at second level value and build on the contributions of others. They explain confidently their choices and opinions. Across all stages, children would benefit from developing progressively attentive listening skills.

Reading

- Most children at early level recognise and read initial sounds, blends, and words. They use illustrations well to identify characters in stories and predict what may happen next. They recognise the structure of a story, understand the terms author and title and explain why they enjoy particular books. A few children at early level would benefit from increased challenge in reading activities. Most children at first level describe enthusiastically their favourite authors and give reasons why. They read with increasing fluency and expression using their knowledge of phonics and language patterns to decode unfamiliar vocabulary. Children at first level should read aloud more regularly to others for a range of purposes to build their confidence. Most children at second level read aloud confidently with fluency and expression to peers. Most explain well the skills required for research and investigation tasks using skimming, scanning and highlighting to identify important information. They understand the concept of summarising texts to convey key points. A minority of children at second level would benefit from increased engagement with nonfiction and informational texts.

Writing

- At early level, most children form letters correctly. They use their knowledge of initial sounds to write simple words. The majority of children are beginning to use capital letters and full stops correctly. Most children at first level write for a range of purposes. They use basic punctuation correctly and use interesting vocabulary to engage the reader. They demonstrate their

understanding of key information from texts by labelling and making notes. Children at first level should ensure that learning from spelling activities transfers consistently to their independent writing. Most children at second level write successfully for a range of audiences. They describe confidently key features and structures within their writing. Most children use their knowledge of grammar, spelling and punctuation to write successfully. Most children use connectives to extend the length of sentences and paragraphs, organising successfully their ideas. Across the school, most children require greater experience of writing at length. There is a need at all stages for children to improve their handwriting and the presentation of their written work.

Numeracy and mathematics

- Overall, children's progress and attainment in numeracy and mathematics is good. Across the school, children require to develop further their ability to apply their learning in numeracy and mathematics in new and unfamiliar contexts.

Number, money and measure

- At early level, most children order numbers accurately within 20 and a few children order numbers to 50. Most children count on in tens. A few children would benefit from further practice in counting in 2s or 5s. At first level, most children have a strong understanding of place value and use this to order numbers from lowest to highest. Most children round numbers to the nearest 10 and 100 accurately. A few children would benefit from further consolidation of their knowledge of simple fractions. Most children working at second level have a very good understanding of number processes and place value. They calculate profit and loss with accuracy and explain different ways to pay for goods, such as debit and credit cards. Across first and second level, children would benefit from revisiting learning about fractions and how to use their number skills to solve problems.

Shape, position and movement

- Most children at early level name and describe the properties of simple two-dimensional shapes. They use positional language accurately to explain where objects are. Most children at first level use the language of direction well such as anticlockwise and quarter turns. Whilst children recognise right angles, they need support to identify them in the environment. Most children at second level recognise different angles such as acute and obtuse angles and explain how they would measure these accurately using a protractor. Children working at second level would benefit from further learning of co-ordinates and directions.

Information handling

- Most children at early level use their counting skills to answer questions based on gathered data. They read information from simple charts such as pictograms well but need increased opportunities to create their own surveys and charts. Most children at first level identify the main features of bar charts such as title and axes. They have a good understanding of Venn diagrams and provide examples of how to use them. At second level, most children understand the concept of probability and recognise the likelihood of simple events, such as a one in eight chance of an occurrence. They should now use digital software to support them in gathering and presenting data in a variety of ways.

Attainment over time

- Attendance at school is 92% which is in line with the national average. The headteacher monitors school attendance rigorously. Working closely with parents, the headteacher acts promptly to address proactively any issues relating to reduced attendance. She meets with families and school partners where necessary, to provide appropriate and sensitive support to improve attendance. As a result, there has been an improvement in attendance of targeted children. At the time of inspection, no children experience part-time education.

- Across the school, most children make good progress and attain well in literacy and numeracy over time. The headteacher has introduced a new tracking process to gather and monitor more robustly children's progress in learning. Staff track children's attainment and progress over time in literacy and numeracy accurately. This data indicates positive progress for children as they move through CfE levels. Staff should now increase the use of baseline measures to monitor more rigorously the impact of interventions. The headteacher uses tracking information well to monitor the progress of individuals, groups and cohorts of children and plan appropriate interventions to meet identified gaps in children's learning. For example, tracking data demonstrates the school's success in narrowing the poverty related attainment gap for most children in literacy and numeracy. The headteacher and staff should now ensure they track children's progress and attainment across all curricular areas.

Overall quality of learners' achievements

- Children participate in a wide range of engaging activities to promote achievement, such as basketball, football and dance. Staff plan alongside local sports partners to provide additional opportunities for children to achieve more widely. Staff are proud of the significant number of both girls and boys participating in clubs through this planned approach. Older children learn skills of communication and responsibility through training as playground leaders. Children and staff are proud of their achievement in receiving a silver national award for their work in promoting sports across the school. Staff recognise and celebrate regularly children's achievements both in and out of school through assemblies and newsletters. Parents share children's achievements out with school through an online communication platform. This is supporting children to identify and understand better their wider achievement.
- The headteacher and staff have recently introduced a tracking system to recognise all children's achievements both in and out with school. The headteacher uses all information well to identify children who may benefit from participation in a wider range of activities and intervene to support those at risk of missing out. Staff should now proceed with identified plans to address gaps in opportunities for children through the provision of additional clubs and groups run by staff during the school day. This should ensure all children have equal opportunities to develop their skills further through a variety of sports and creative clubs. Staff should link children's achievements both in and out of school to skills for learning, life and work. This should support children to better understand the link between these skills and their progress in achievements.

Equity for all learners

- The headteacher uses data effectively to identify children who may be impacted by social and financial challenges. All staff are mindful of the increasing financial pressures families may be facing and take steps to mitigate these. Families benefit from access to a local food pantry to provide additional supplies and vouchers to support the purchase of Christmas presents. In addition, the Parent Council provide free snacks, sanitary products and pre-loved uniform. Staff ensure the cost of trips and activities is kept to a minimum to support all children to attend regardless of means. These supports help reduce the cost of the school day and promote equity of opportunity.
- The headteacher uses Pupil Equity Funding well to provide additional staff to deliver interventions to address identified gaps in children's learning. The headteacher identifies and measures attainment gaps between different groups of children well. She evidences how the school's approaches are helping to narrow the poverty related attainment gap but realises there is further work to do in this area. As a next step, school staff should track even more rigorously the effectiveness of all targeted interventions being used with children. This will

support them to identify which are having the greatest impact in reducing the gap between different groups of children.

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.